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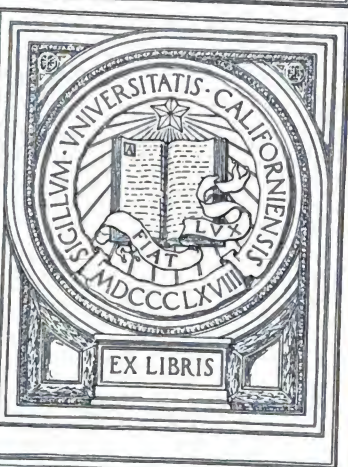


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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

CONTENTS.—Introductory notes—Publications of associations—Educational history—Current educational conditions—Pedagogics and didactics—Educational psychology; Child study—Special methods of instruction—Special subjects of curriculum—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Social aspects of education—Child welfare—Religious education—Manual and vocational training—Vocational guidance—Agricultural education—Home economics—Commercial education—Professional education—Military training—Education of women—Negroes and Indians—Orientals—Defective and delinquent children—Libraries and reading—Bureau of Education: Recent publications—Bulletin of the Bureau of Education.

INTRODUCTORY NOTES.

The following are especially noteworthy books and pamphlets of the current month, the numbers in parentheses referring to the full entries in this record: Nearing, *The new education* (529); Klapper, *Teaching of English* (570); Carver, *Organization of a rural community* (582); Alderman, *School credit for home work* (615); Perry, *Discipline as a school problem* (618); Beard, *Woman's work in municipalities* (625); Cooley, *Vocational education in Europe* (640); Eaton and Stevens, *Commercial work and training for girls* (659); Redlich, *The case method in American law schools* (662); Schaeffer and Finley, *Should our educational system include activities whose special purpose is preparation for war?* (661); Kuo, *The Chinese system of public education* (669).

Only publications of the Bureau of Education are available for free distribution by this office. All others here listed may ordinarily be obtained from their respective publishers, either directly or through a dealer; or, in the case of an association publication, from the secretary of the issuing organization.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PUBLICATIONS OF ASSOCIATIONS.

513. **California high school teachers' association.** *Proceedings of annual meeting . . . Held at Berkeley, Cal., June 29 to July 3, 1914.* 109 p. 8°. (E. E. Washburn, secretary, Oakland, Cal.)

Contains: 1. G. A. Merrill: *The province of the intermediate school, the province of the high school, and where to draw the line between them*, p. 9-16. 2. W. C. Wood: *The course of study in the intermediate school*, p. 17-33; *Discussion*, p. 33-37. 3. Mary S. Woolman: *Household arts and home life—the rural school problem*, p. 47-50. 4. H. O. Williams: *Vocational guidance*, p. 54-62. 5. H. R. Fairclough: *The practical bearing of high school Latin*, p. 74-84. 6. Elizabeth S. Madison: *The high school library*, p. 88-94.

514. **Louisiana school board association.** Proceedings. Tenth annual meeting of the Louisiana school board association and twenty-ninth annual conference of the Parish superintendents, held at Baton Rouge, La., January 25-26, 1915. Baton Rouge, Ramires-Jones print, 1915. 42 p. 8°.
Contains: 1. C. J. Brown: Synopsis of talk on the school plant, p. 17-18. 2. J. W. Bateman: What industrial work should be done in schools of three, four, and five teachers, p. 19-23. 3. L. J. Alleman: Attendance—how to improve it, p. 29-34.
515. **Michigan schoolmasters' club.** Journal . . . forty-ninth meeting, held in Ann Arbor, April 1-3, 1914. Ann Arbor, Mich., Pub. by the Club. 132 p. 8°. (L. P. Jocelyn, secretary, Ann Arbor, Mich.)
Contains: 1. C. O. Davis: The reconstructed high school, p. 3-8. 2. Augusta Melser: How can we make the study of German more vital? p. 25-30. 3. Pauline Harris: Can thorough preparation result from modern educational tendencies? p. 30-35. 4. Agnes Hunt: Correlation of chemistry and domestic science in both high school and college instruction, p. 53-56. 5. W. S. Hall: Instruction regarding the sex life, p. 64-74. 6. R. W. Davis: Manual training from the manufacturers' viewpoint, p. 79-83. 7. E. C. Warriner: The function of manual training in the high school, p. 83-88. 8. C. S. Berry: Value of psychological tests in determining life vocation, p. 88-96.
516. **Modern language association of America.** Proceedings of the thirty-second annual meeting . . . New York, N. Y., and the twentieth annual meeting of the Central division of the Association, Minneapolis, Minn., December 29-31, 1914. Publications of the Modern language association of America, 30: i-lxxxix, March 1915.
Contains: 1. F. E. Schelling: The American professor, p. liv-lxxiii. 2. Julius Goebel: The new problems of American scholarship, p. lxxiv-lxxxiv.
517. **Music teachers' national association.** Studies in musical education, history, and aesthetics. Ninth series. Papers and proceedings . . . at its thirty-sixth annual meeting, Pittsburgh, Pa., December 29-30, 1914. Hartford, Conn., The Association, 1915. 234 p. 8°. (J. L. Erb, secretary, Chicago, Ill.)
Contains: 1. P. A. Scholes: Musical education in the British Isles, p. 30-40. 2. Will Earhart: High school orchestras as a stimulus to instrumental study, p. 148-56. 3. W. S. Pratt: The problems of standardization, p. 158-74.
518. **New York (State) University.** Proceedings of the fiftieth convocation, Albany, New York, October 22-23, 1914. The University of the State of New York, 1915. 207 p. 8°.
Contains: 1. G. H. Palmer: Trades and professions, p. 13-29; Discussion, p. 29-43. 2. F. J. E. Woodbridge: The university and the public, p. 44-59. 3. Herbert Quick: The rural school, p. 61-74. 4. Robert Brodie: Improvement of rural schools, p. 79-89. 5. H. M. Biggs: Medical inspection, p. 93-99. 6. O. E. Hall: Consolidation of districts, p. 100-16. 7. C. W. Kent: Educational efficiency versus educational display, p. 117-42; Discussion, p. 142-54. 8. R. E. Thompson: What the school should do for the state, p. 185-205.
519. **Pennsylvania educational association. Directors' department.** Proceedings of the twentieth annual session at Harrisburg, February 4-5, 1915. Pennsylvania school journal, 63: 379-420, March 1915.
Contains: 1. C. S. Foos: What's the matter with the public schools? p. 381-84; Discussion, p. 384-86. 2. H. A. Boyer: Administration of school affairs, p. 387-89. 3. Charles Albert: Our needs in rural education, p. 389-92. 4. M. G. Brumbaugh: [Duties of the school director] p. 392-93. 5. M. Virginia Black: [Teachers and the school directors] p. 394-96. 6. J. P. McCaskey: The school director in the school work, p. 397-403.
520. **Southeast Missouri teachers' association.** Thirty-ninth annual meeting . . . Proceedings and addresses, Cape Girardeau, Mo., October 29-31, 1914. 73 p. 8°. (A. C. Magill, secretary, Cape Girardeau, Mo.)
Contains: 1. Eugene Davenport: The community and its school, p. 22-28. 2. W. P. Evans: Rural social centers, p. 28-33. 3. Clara E. Graham: Aesthetics in education, or, Child development along lines of the beautiful, p. 41-51. 4. W. L. Johns: The social life of the high school student, p. 51-56. 5. W. D. Grove: The rural school of to-morrow, p. 56-61. 6. Jean Caldwell: The teaching of reading in the sixth grade, p. 61-63.

521. **Wisconsin teachers' association.** Proceedings of the sixty-second annual session . . . held at Milwaukee, November 5-7, 1914. Madison, Wis., Democrat printing company, 1915. 300 p. 8°. (M. A. Bussewitz, secretary, Milwaukee, Wis.)

Contains: 1. C. D. Kingsley: The purpose and scope of the work of the high school, p. 23-30. 2. C. G. Pearce: How can we make the school meet the needs of life, p. 30-38. 3. C. R. Van Hise: The training of teachers for the high schools by the university, p. 43-48. 4. G. L. Bowman: The training of teachers by county training schools, p. 61-65. 5. C. J. Brewer: Training teachers in high schools, p. 66-72. 6. Theodore Kronshage: Training teachers for the elementary grades p. 72-79; Discussion, p. 80-86. 7. D. N. Snedden: Organization of the state's instrumentalities for vocational training, p. 87-88. 8. Mary D. Bradford: Motives for professional interest and growth, p. 89-95. 9. L. D. Harvey: Handwork in the elementary school, p. 104-12. 10. M. V. O'Shea: Shall the sexes be taught separately? p. 118-23; Discussion, p. 124-27. 11. Nina C. Vandewalker: Kindergarten problems in Wisconsin, p. 136-44. 12. W. F. Roecker: An elementary course in general science; content and method, p. 164-77. 13. May Bumby: Relating the work of English in the grades to that in the high school through the medium of a supervisor, p. 195-203. 14. Elizabeth B. Kelly: Home economics in the rural school, p. 222-27. 15. F. M. Karnes: To what extent is it desirable to vocationalize manual arts in the public schools? p. 232-39. 16. W. O. Miessner: Modern pedagogy applied to music teaching, p. 248-59. 17. Lillian Watts: Music credits for high schools, p. 259-62. 18. G. A. Chamberlain: The value of competitive athletics for high school boys from the viewpoint of the educator, p. 264-73. 19. F. A. Kuhlman: The importance and methods of determining the mental age of subnormal children, p. 286-96.

EDUCATIONAL HISTORY.

522. **De Montmorency, J. E. G.** English education in the eleventh and twelfth centuries. *Journal of education* (London) 47: 186-89, March 1, 1915. (Supplement.)

Interesting historical résumé. Says that the most important result of the entire movement and reaction between England and Europe was the grouping of scholars and teachers at Oxford in the days of Henry Beaulerc.

523. **Florian, Pierre.** Les méthodes expérimentales et la transformation des méthodes pédagogiques en Angleterre au dix-huitième siècle. *Éducation*, 6: 438-53, December 1914.

524. **Knight, Edgar Wallace.** The Peabody fund and its early operation in North Carolina. [Durham? N. C., 1915] 15 p. 8°.

Reprinted from the South Atlantic quarterly for April 1915, vol. XIV, no. 2.

525. **Shahan, Thomas J.** Fifty years of Catholic education. *Catholic world*, 101: 21-30, April 1915.

Says that the significance of the Catholic school "lies rather in its distinctive purpose, which is the combination of religious and moral training with intellectual culture."

CURRENT EDUCATIONAL CONDITIONS.

526. [Directory of educational associations of Great Britain and Ireland.] *Journal of education* (London) 47: 179-86, March 1, 1915.

Gives membership total; yearly subscription; name of society's official organ; telegraphic address; date and place of next annual meeting; secretary's name and office address.

527. **Georgia. Department of education.** Educational survey of Clayton and Taliaferro counties, Georgia. By M. L. Duggan, rural school agent. [Atlanta?] 1915. 23 p. illus. 8°.

Numbers 2 and 3 in a series of educational surveys of the counties of Georgia.

528. **The moonlight schools.** The campaign against illiteracy. *Training school quarterly*, 1: 204-12, January-March 1915.

Contains accounts of moonlight schools in Kentucky and North Carolina.

529. **Nearing, Scott.** The new education; a review of progressive educational movements of the day. Chicago, New York, Row, Peterson & company [1915] 264 p. 12°.

"A record of the impressions made on a traveler by a number of school systems and schools."

530. **Norris, Walter B.** The educational developments of the navy. *Education*, 35: 503-10, April 1915.
An interesting account of educational activities in the U. S. navy, which include for the year ending June 30, 1913, the direct instruction of 26,000 men. Trade schools have been carried on principally to supply skilled mechanics on shipboard, but they have also been the means in many cases of fitting men to earn good wages after they have served their enlistments and returned to civil life.
531. **Ogden, Utah.** Public school survey commission. Report. Pub. by the State department of education by permission of the Ogden city school board. [Salt Lake City? 1915] 42 p. 8°.
Commission composed of W. S. Deffenbaugh, E. J. Ward, C. S. Meek, W. G. Roylance, and G. A. Eaton.
532. **Uruguay.** Dirección general de instrucción primaria. La instrucción pública primaria en la república oriental del Uruguay. Noticia escrita para la Exposición internacional de San Francisco de 1915. Montevideo, Talleres gráficos A Barreiro y Ramos, 1914. 83, 79 p. 52 pl. 8°.
English version, 79 p. at end, has special title page.
533. **Virginia.** Department of public instruction. Illiteracy in Virginia. Some facts which cannot be overlooked. Prepared by E. R. Chesterman, secretary of the State board of education. Richmond, D. Bottom, superintendent public printing, 1914. 21 p. illus. 8°.
"An effort to abolish illiteracy in Richmond, by Dr. J. A. C. Chandler": p. 16-21.
534. **Weld, Louis Dwight Harvell.** Social and economic survey of a community in the Red River valley. Minneapolis, University of Minnesota, 1915. 86 p. illus. 4°. (The University of Minnesota. Current problems, no. 4.)

PEDAGOGICS AND DIDACTICS.

535. **Bowden, Witt.** Education for power and responsibility. *Educational review*, 49: 352-66, April 1915.
Cooperation of school with home. Cultivation of independent individuality in students as the basis of a genuine democracy.
536. **Cellérier, L.** Deux mentalités, deux éducations. *Éducation*, 6: 407-15, December 1914.
The author finds German mentality analytic and realistic; French mentality synthetic and idealistic. He considers that German pedagogy, during the last few decades, has confined itself more to the contemplation of the real—the psychological and physical nature of the child; while the attention of all pedagogical circles in France has been concentrated more and more upon the problem of moral education.
537. **Classen, Walther F.** Zucht und freiheit; ein wegweiser für die deutsche jugendpflege. München, C. H. Beck'sche verlagsbh. O. Beck, 1914. xiii, 220 p. 12°.
538. **Courtis, S. A.** Objective standards as a means of controlling instruction and economizing time. *School and society*, 1: 433-36, March 27, 1915.
Address delivered before the National society for the study of education, Cincinnati meeting, February 22, 1915.
539. **Duhem, Pierre.** Quelques réflexions sur la science allemande. *Révue des deux mondes*, 95: 657-86, February 1, 1915.
Says that "French and German science are both remote from the ideal of a perfect science, but they recede from it in opposite directions, the one possessing to excess that with which the other is poorly provided; there, in German science, the geometric spirit reduces the spirit of finesse almost to the extent of suffocating it; here, in French science, the spirit of finesse overpasses too readily the geometric spirit."
540. **Farrand, Wilson.** The public school and the college. *School and society*, 1: 505-10, April 10, 1915.
The writer says that the public school and the college have different aims, problems, and ideals. He gives the problems of each and says that neither should act independently, or endeavor blindly to force the other. The college must study the purposes and limitations of the public school and the school must recognize the ideals and the problems of the college.

541. **Fischer, Aloys.** Die neue jugendbewegung. Zeitschrift für pädagogische psychologie und experimentelle pädagogik, 16: 22-37, 74-84, January, February-March 1915.
 Cf. Edwin G. Cooley's article "Welfare of working youth in Germany" (item 642) on the new "jugendpflege." Professor Fischer, on the other hand, presents an analysis of the "jugendbewegung," a "paedocentric" movement tending toward the creation of an autonomous "jugendkultur," proclaimed by Gustav Adolf Wyneken. Professor Fischer's pedagogical ideals approximate those expressed by John Dewey in the New republic, 2: 283-84, April 17, 1915.
542. **Hendy, J. R.** The *quid pro quo* in education. Journal of education (London) 47: 153-55, March 1, 1915.
 An estimate of the results of education in England.
543. **Manny, Frank A.** Initiative in education. Education, 35: 489-91, April 1915.
 A pupil can not be said to be trained for initiative until "he is able to take responsibility alone or with others (1) for the materials involved, (2) for the methods called for, and (3) for the results that ensue." Methods in France and America contrasted.
544. **Marrinan, J. J.** The education of youth for democracy. Educational review, 49: 379-90, April 1915.
 Concedes that elementary education should be essentially individualistic. Says: "The irrepressible egotism of the pre-adolescent child is no mere caprice of nature." Modern education of youth demands as a result economic independence, spiritual strength, and altruism.
545. **Reinke, H.** Der deutsche jughelferbund. Lyzeum, 2: 20-30, October 1914.
 An account of the origin, goal, procedure, and significance of the German analogue of Barnardo's "Young helpers' league," in direct imitation of which the German organization was formed.
546. **Sibley, C. Lintern.** Britain's intellectual empire. Canadian magazine, 44: 480-86, April 1915.
 Achievements in science and philosophy accomplished by Englishmen.
547. Some opinions on German culture and education. Modern language teaching, 11: 52-53, March 1915.
 Contrasts English and German methods—the English being individualists; the Germans, collectivists.
548. **Winship, A. E.** Standardization—wise and otherwise. Journal of education, 81: 311-15, March 25, 1915.
 Address before the Department of superintendence, National education association.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

549. **Baldwin, Bird T.** The application of the Courtis tests in arithmetic to college students. School and society, 1: 569-76, April 17, 1915.
550. **Freeman, Frank N.** An analytical scale for judging handwriting. Elementary school journal, 15: 432-41, April 1915.
 Criticises the Thorndike and Ayres scales because of lack of uniformity in the results which are obtained from their use. Describes an analytical scale.
551. **Ioteyko, I.** La facultad internacional de paidología de Bruselas. Monitor de la educación común, 52: 68-77, January 1915.
 Discusses the place of pedology among the sciences and its value for education. The International faculty of pedology was instituted upon demand of the First International congress of pedology, at Brussels in 1911.
552. **Kirchner, Ferdinand.** Wahrscheinlichkeitsrechnung und konferenzbeschlüsse. Lyzeum, 2: 126-36, December 1914.
 A study concerning the objectivity of judgments upon pupils' conduct and attainments arrived at in faculty meetings. What is the influence of the following factors: Sex of the teacher, sex of the pupil, the subjects taught by the teacher? What is the mathematical probability of reaching an objective judgment?
553. **Pyle, W. H.** A psychological study of bright and dull pupils. Journal of educational psychology, 6: 151-56, March 1915.
 "A study of high school children by means of tests of logical memory, rote memory, word building, association test, and completion tests. The use of such tests may be of great help to teachers and principals in determining the mental ability of pupils."

554. **Starch, Daniel.** The measurement of efficiency in spelling, and the overlapping of grades in combined measurements of reading, writing, and spelling, *Journal of educational psychology*, 6: 167-86, March 1915.
 "The author derives a method of measuring spelling ability, and presents the result of testing 1,314 pupils in five schools. On the basis of these results he presents norms of spelling ability for each grade."
555. **Wallin, J. E. Wallace.** The Binet-Simon tests in relation to the factors of experience and maturity. *Psychological clinic*, 8: 266-71, February 15, 1915.
556. **Witmer, Lightner.** Clinical records. *Psychological clinic*, 9: 1-17, March 15, 1915.
 The records of 40 children, who had been brought to the Psychological clinic of the University of Pennsylvania, were analyzed to find out what information the records gave under each of three separate heads: General examination, Physical examination, and Mental tests.
557. **Yerkes, Robert M. and Anderson, Helen M.** The importance of social status as indicated by the results of the point-scale method of measuring mental capacity. *Journal of educational psychology*, 6: 137-50, March 1915.
 "The authors find that differences in social status correlate with differences in mental capacity, and that the latter differences may amount to as much as 30 per cent. They emphasize the necessity of different norms for different social groups."

SPECIAL METHODS OF INSTRUCTION.

558. **Gerriah, Carolyn M.** The relation of moving pictures to English composition. *English journal*, 4: 226-30, April 1915.
 A paper read before the New England association of teachers of English, December 5, 1914
 "Moving pictures offer great opportunities: (1) as the source of material for the content of composition; (2) as a means of practice in the application of the principles and theories of composition; (3) as a medium for the mental training on which success in English composition depends."
559. **Hamilton, Maud.** An experiment in historical dramatization. *School review*, 23: 253-56, April 1915.
 Work at the Wisconsin high school of the University of Wisconsin. Basis of the play was Bacon's Rebellion. Pronounces such dramatization as exceedingly beneficial for a seventh- or eighth-grade class. Gives skeleton of acts and characters of the play, which was called "A rebel of olde Virginia."
560. **Newton, Peter.** The toy theatre: a children's playhouse where fairy tales come true. *Craftsman*, 28: 36-41, April 1915.
 An illustrated article on the new playhouse for children, to be built in New York city. Designed to provide dramatic entertainment for children, with their ideals and aspirations and their point of view in mind.

SPECIAL SUBJECTS OF CURRICULUM.

561. **Allen, James T.** The first year of Greek. *Classical journal*, 10: 262-66, March 1915.
 Outlines briefly a course for beginners in Greek. Advocates the benefits of memorizing passages from the Greek writers.
562. **Axtell, Ulysses F.** The teaching of literature. *School bulletin*, 41: 155-57, April 1915.
 To be continued.
 Gives an outline to assist the teacher to analyze a literary selection by way of preparing to teach.
563. **Chadwick, R. D.** Vitalizing the history work. *History teacher's magazine*, 6: 112-19, April 1915.
 Tells of the vitalizing of history work in the Emerson school, Gary, Indiana, by history games, the student council, etc. Gives the equipment of the history laboratory.
564. **Crawford, Mary.** The laboratory equipment of the teacher of English. *English journal*, 4: 145-51, March 1915.
 Gives suggestions regarding the following aids for teaching English: Maps, plans, and charts; Reference books and pedagogical helps; Lantern slides, Stereograph; Prints and postcards; Pictures and busts; and the Phonograph.

565. **Gaston, Charles R.** The notebook as an aid to efficiency in English classes. *English journal*, 4: 215-25, April 1915.
Discusses the subject under the following headings: Form of notebooks; Contents of notebooks; Inspection of notebooks; and Publication of notebooks.
566. **Harris, Henry J.** The occupation of musician in the United States. *Musical quarterly*, 1: 299-311, April 1915.
Gives statistics taken from the Census report of 1910, showing the number of teachers of music in the United States, their sex, age, nativity, etc.
567. **Houston, G. David.** Formal English grammar; its uses and abuses. *Education*, 35: 477-88, April 1915.
Writer says that "the gravest abuse, perhaps, of formal English grammar is the attempt to teach the subject without the assistance of the pupil's own composition." Deprecates the mere acquisition of grammar, even with stereotyped examples appended. It must be studied in and through the formation of sentences composed by the pupil himself. Thinks that oral composition is of much greater importance than written composition, because an individual "talks much more often than he writes."
568. **Kelsey, Francis W.** The twentieth Michigan classical conference. *School review*, 23: 249-52, April 1915.
569. **Keyser, Cassius J.** Graduate mathematical instruction for graduate students not intending to become mathematicians. *Science*, 41: 443-55, March 26, 1915.
In discussing the subject of calculus, the author says that it is now practicable to provide "a large and diversified body of genuinely graduate mathematical instruction for which the calculus is strictly not prerequisite."
570. **Klapper, Paul.** The teaching of English; teaching the art and the science of language. New York, D. Appleton and company, 1915. xii, 263 p. 12°.
571. **Lewis, G. W.** Modern methods of teaching primary reading. *Education*, 35: 516-21, April 1915.
Advocates the use of the phonic method. Enumerates the different methods (the Key, Bacon, Pollard, Ward, Gordon, and Lewis methods), and shows their possibilities. Says that the Lewis or Story method has achieved marvelous results.
572. **Lodge, Gonzalez.** Oral Latin and its relation to the direct method. *Teachers college record*, 16: 18-28, March 1915.
573. **Newhall, Charles W.** "Recreations" in secondary mathematics. *School science and mathematics*, 15: 277-93, April 1915.
Bibliography: p. 291-93.
The subject is discussed under the following headings: The pedagogic value of recreations, History, Methods of using recreations, Definition of a mathematical recreation, Possible material, Recreations with numbers, Recreations in elementary algebra, Recreations in geometry, Conclusion.
574. **Opdycke, John B.** Editing to kill. *School review*, 23: 225-35, April 1915.
Says that classics for high schools need to be delivered from pedantry.
575. **Phipps, C. F.** Practical lessons in electricity for the sixth and seventh grades. *Elementary school journal*, 15: 407-20, April 1915.
Typical studies in electricity. A series of problems which the pupils are led to solve, mainly by individual experimentation. Apparatus of the simple home-made type.
576. **Pohl, Frederick J.** English literature for sophomores. *English journal*, 4: 160-72, March 1915.
A paper read before the college section of the National council of teachers of English in Chicago, November 27, 1914.
577. **Sage, Evan T.** Latin in the freshman and sophomore years in college. *Classical journal*, 10: 252-61, March 1915.
Data showing the maximum of Latin that students will take or purely cultural purposes. Statistics collected from "a fair number of colleges from all parts of the country."
578. **Snedden, David.** Principles of aim, organization, and method in general science teaching. *School and society*, 1: 436-41, March 27, 1915.
Presented before the Science teachers' club, Teachers college, February 20, 1915.
General science or pupils from 12 to 16 years of age, in grades 7 to 10 inclusive.

579. **Trafton, Gilbert H. and Reynolds, Helen M.** Aims, methods, and course of study in nature-study in the elementary school of the Mankato, Minnesota, State normal school. Nature-study review, 11: 95-169, March 1915.
A full, detailed course on nature-study, outlining the work through all the grades as well as the advanced work.
580. **Turner, Nellie E.** Teaching to read. New York, Cincinnati [etc.] American book company [1915] viii, 520 p. 12°.
Presents a definite method of procedure for reading work above the primary grades.
581. **Van Tuyl, George H.** Business arithmetic versus algebra in the high school. Mathematics teacher, 7: 101-13, March 1915.
Discussion by W. S. Schlauch, p. 114-17.
The writer suggests that business arithmetic be made a required subject throughout the first year of the high school and that the study of algebra should begin in the second year of the course.

RURAL EDUCATION.

582. **Carver, Thomas Nixon.** The organization of a rural community. Washington, Government printing office, 1915. 58 p. 8°.
From Yearbook of Department of agriculture for 1914.
"Suggested readings for the various committees": p. 53-58.
583. **United States. Department of agriculture.** Educational needs of farm women . . . Washington, Government printing office, 1915. 88 p. 8°.
(U. S. Department of agriculture. Office of the Secretary. Report No. 105.)
Extracts from letters received from farm women in response to an inquiry "How the U. S. Department of agriculture can better meet the needs of farm housewives," with special reference to the provision of instruction and practical demonstrations in home economics under the act of May 8, 1914.

SECONDARY EDUCATION.

584. **Bardwell, Darwin L.** Phases of the work of a modern high school. Educational review, 49: 367-78, April 1915.
Describes experiments in student self-government, and sums up results; changes in curriculum; high school libraries; clubs and societies, etc.
585. **Heck, W. H.** The mission of universities and colleges in stimulating the development of an esprit de corps among high school students. School and society, 1: 541-46, April 17, 1915.
586. **Johnson, T. Edward.** Elimination in the high school. American schoolmaster, 8: 121-25, March 1915.
Gives the causes of elimination in the high school, and says that better grade preparation is necessary, more individual attention is demanded, and the reorganization of our secondary schools in accordance with the "six and six" plan must be effected.
587. **Mitchell, H. Edwin.** Time-articulation between high school and college. School review, 23: 217-24, April 1915.
Presentation of facts concerning 1,400 graduates of secondary schools of the year 1908 who have since entered four higher state schools in Iowa and Kansas. Deductions drawn from study, with statistical data.
588. **Russell, William F.** Economy in secondary education through an adaptation of the cycle system. High school quarterly, 3: 180-88, April 1915.
Suggests that the cycle system used in Germany and France be adapted to our conditions to meet the needs of the 80 per cent of our secondary pupils who drop out of school.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

589. **Society of college teachers of education.** Minutes of the meeting of February 23, 1915, Cincinnati, Ohio. School review, 23: 257-61, April 1915.
590. **Carrington, W. T.** The study of education in a normal school. School and society, 1: 477-81, April 3, 1915.
Discussed under the following headings: A standard normal school; Work differentiated to meet local needs; The necessary equipment; Definition of normal school; Studies in education; and College academic.

591. **Fahey, Sara H.** The moral aspects of adding to the work of teachers. *American teacher*, 4: 50-53, April 1915.
 "Part of report of the Committee on school organization and management at a meeting of the Teachers' league of New York city, December 19, 1914."
 A protest against the proposed plan for compulsory, unpaid service of teachers in the vacation schools of New York city.
592. **Helm, M. C.** The teacher's cottage. *South Dakota educator*, 28: 16-18, April 1915.
593. **Kendall, Calvin N.** The training of teachers in service. *School and society*, 1: 510-15, April 10, 1915.
 Address by the Commissioner of education of the state of New Jersey before the Department of superintendence, National education association, at Cincinnati, February 24, 1915.
 Also in *School and home education*, 34: 294-99, April 1915.
594. **Pennybacker, Mrs. Percy V.** The need of teachers' homes. *Ladies' home journal*, 32: 25, February 1915.
 Followed on same page by "The school manse in reality," by Mrs. Mary I. Wood, describing progress made in its establishment in several states.
595. **Seerley, Homer H.** The study of education in the normal school and the university. The normal school point of view. *American school*, 1: 72-73, March 1915.
 Read before the educational council, National education association, at Cincinnati, February 23, 1915.
 "The advantages of studying education and getting training for teaching in a state normal school, set forth by the president of a great western normal school."
596. **Yocum, A. Duncan.** The compelling of efficiency through teacher training. *School and society*, 1: 469-77, April 3, 1915.
 The writer says that "in the higher training of teachers the one thing fundamentally essential to efficiency is that throughout the college course academic and professional training shall parallel each other, and be wholly committed to teachers" to whom education means the development of definite forms of efficiency.

HIGHER EDUCATION.

597. **Land grant college engineering association.** Proceedings of the third annual meeting . . . held at Washington, D. C., November 10-13, 1914. East Lansing, Mich. [1915?] 170 p. 8°. (G. W. Bissell, secretary, Lansing, Mich.)
 Contains: 1. Anson Marston: The ideals of mechanic arts at the land grant colleges, p. 9-14. 2. C. H. Benjamin: The functions of a university, p. 14-19; Discussion, p. 19-33. 3. P. P. Claxton: Cooperative extension work between the engineering and agricultural departments of the land grant colleges, p. 34-38. 4. J. A. Moyer: Organization for engineering extension work, p. 70-76. 5. K. G. Smith: Methods of instruction in engineering extension, p. 82-87. 6. C. S. Nichols: Engineering experiment stations and engineering experimentation work, p. 100-18. 7. Report of the executive committee on the definition of "mechanic arts," p. 133-36. 8. J. P. Jackson: Present situation of land grant colleges, p. 163-66.
598. **National association of state universities in the United States of America.** Transactions and proceedings . . . nineteenth annual meeting, Washington, D. C., November 9-10, 1914. Burlington, Vt., Free press printing company [1915] 330 p. 8°. (Guy P. Benton, secretary, Burlington, Vt.)
 Contains: 1. T. F. Kane: The National association of state universities, p. 26-47. 2. W. L. Bryan: Share of faculty in administration and government, p. 92-97; Discussion, p. 98-110. 3. H. B. Hutchins: The president's office. Center of university organization and activity, p. 116-29. 4. W. O. Thompson: University finances. Improvement in business administration, p. 138-55; Discussion, p. 155-58. 5. T. H. Macbride: Duplication in separate agricultural colleges and state universities, p. 163-82; Discussion, p. 182-85. 6. P. P. Claxton: College surveys, p. 186-206. 7. Brown Ayres: Educational surveys, p. 207-12; Discussion, p. 212-24. 8. E. B. Craighead: State control of all higher education, p. 227-35. 9. G. H. Denny: The place and function of a department, college, or school of commerce in the university system, p. 244-56; Discussion, p. 256-61. 10. A. R. Hill: Special provision for women students in state universities, p. 262-72. 11. G. E. Vincent: Special provision for freshmen in state universities, p. 272-84. 12. C. F. Strong: University press and publicity, p. 288-301. 13. C. W. Dabney: The municipal university, p. 302-18.

599. **Brown, Elmer Ellsworth.** Collegiate education as a national problem. School and society, 1: 397-400, March 20, 1915.

The writer says that "our main reliance for a comprehensive national program for our higher education must be the faculties of our colleges and universities. We certainly need such a national program, less fragmentary, more organic, more free from internal competition and contradiction, than that which we now have. It seems fair that we should look to the teaching bodies of our higher institutions of learning for the gradual working out of the main lines of such a program." Speaks of making each college faculty a class in pedagogy, and suggests certain topics that might enter into the first year of the course.

600. **Butler, Nicholas Murray.** Concerning some matters academic. Educational review, 49: 391-99, April 1915.

Says that students in American universities are in far too many instances overtaught and over-lectured. Duties and responsibilities of the university president.

601. **Cheyney, E. G.** College spirit and student control. School and society, 1: 552-56, April 17, 1915.

Defining college spirit as loyalty born of reverence, the author aims to show how this spirit may properly be fostered.

602. **Dabney, Charles William.** The municipal university. [Burlington, Vt., Free press printing company, 1915] 19 p. 8°.

Reprinted from the Proceedings of the National association of state universities, vol. 12, 1914, p. 302-18.

603. **Fess, S. D.** National university of the United States. Journal of education, 81: 342-44, April 1, 1915.

Favorable report of the House Committee on education on a National university.

604. **Lillie, Ralph S.** The universities and investigation. Science, n. s. 41: 553-66, April 16, 1915.

Says that the essential requirements of all original work are opportunity, freedom from needless distraction, and the necessary leisure. A plea for individuality and scholarship.

605. **Marcy, Leslie H.** The People's college. International socialist review, 15: 612-13, April 1915.

Work of the People's college at Fort Scott, Kansas.

606. **Pritchett, Henry S.** Should the Carnegie foundation be suppressed? North American review, 201: 554-66, April 1915.

Also reprinted in pamphlet form.

Considers some criticisms made against the Foundation, in the light of its purpose.

SCHOOL ADMINISTRATION.

607. **Bourne, Randolph S.** Communities for children. New republic, 2: 233-34, April 3, 1915.

Describes the vocational work at Gary, Ind. Additional articles in the series by Mr. Bourne on the Gary schools appear in the New republic, 2: 259-61, 302-3, 326-28, April 10, 24, May 1, 1915.

608. ———. Schools in Gary. New republic, 2: 198-99, March 27, 1915.

Says that the schools of Gary, Ind., are built up "outside the influence of the professors of education, the teachers' colleges, and the normal schools of the land."

609. **Chancellor, William E.** The selection of county school superintendents. School and society, 1: 444-50, March 27, 1915.

Paper read at the meeting of the Department of superintendence, National education association, Cincinnati, February 25, 1915.

610. **Davenport, F. I.** Reconstructing boards of education. New republic, 2: 229-30, April 3, 1915.

Describes conditions in New York city, with comments on the school boards of other cities in the United States.

611. **Dewey, John.** State or city control of schools? New republic, 2: 178-79, March 20, 1915.

Conditions in New York. Says: "The fact is, I think, that we have no experience which will enable us to decide conclusively in behalf of either state or local control." Concludes, however, that city boards of education are an anomaly at present.

612. **The Gary school system.** School bulletin, 41: 133-36, March 1915.
Report of a committee appointed by Board of education of Syracuse, N. Y., to inspect and study the schools of Gary, Ind. Also published in pamphlet form by the Board.
613. **Holton, Edwin L.** Educational re-organization. American school, 1: 77-78, March 1915.
"The two great steps needed to bring needed improvement to the public schools are, to recast the course of study in the light of present day needs, and to banish politics from the appointment of school officials."
614. **Winship, A. E.** Text-books—educational, commercial, and political. Journal of education, 81: 285-88, March 18, 1915.
Address before the Department of superintendence, National education association.

SCHOOL MANAGEMENT.

615. **Alderman, Lewis R.** School credit for home work. Boston, New York [etc.] Houghton Mifflin company [1915] 181 p. illus. 12°.
616. **Meek, Charles S.** A study in retardation and acceleration. Elementary school journal, 15: 421-31, April 1915.
Based upon investigations made in the schools of Boise, Idaho, 1911 and 1914. Advocates the use of an individual standard for promoting pupils, rather than a uniform standard for an entire grade.
617. **Miller, H. L.** Report on the sixty-minute class period in the Wisconsin high school. School review, 23: 244-48, April 1915.
Says that the plan increases materially the net teaching time. It simplifies the problem of program-making. Gives comments by teachers in the school.
618. **Perry, Arthur C., jr.** Discipline as a school problem. Boston, New York [etc.] Houghton Mifflin company [1915] xii, 273 p. 12°. (Riverside text-books in education, ed. by E. P. Cubberley)
Offers a method for the diagnosis and treatment of school disciplinary problems, similar to that used by a physician in outlining a plan of treatment for a patient.

SCHOOL ARCHITECTURE.

619. **Challman, S. A.** Some common problems in schoolhouse construction. American school board journal, 50: 11-12, April 1915.

SCHOOL HYGIENE AND SANITATION.

620. **Finegan, Thomas E.** The Department of education and the vaccination law. Albany, The University of the state of New York, 1915. p. [34]-52. 8°.
An address delivered before the Conference of health officers of New York state at Saratoga, September 15, 1914. Reprinted from its Proceedings.
621. **McCord, Clinton P.** The scope of school medical inspection. American education, 18: 460-67, April 1915.
To be continued.
Read in part before the New York state district superintendents' association meeting in Buffalo, November 1914.
The scope of school medical inspection with special reference to New York state under a mandatory law.

PHYSICAL TRAINING.

622. **Public school physical training society.** Annual report of convention held at St. Louis, Mo., April 3, 1914. Reprinted from the American physical education review, October 1914. 27 p. 8°.
Contains: 1. Ethel Perrin: Methods of interesting school children in good postural habits, p. 1-4, 2. A. A. Knoch: How does physical training aid the school in training its pupils for efficient citizenship? Skill and endurance as developed by physical training, p. 5- . 3. C. F. Weege: Deliberation, reflection, determination, perseverance, and self-control as ends of physical training, p. 10-17. 4. Millicent Hosmer: The development of morality through physical education, p. 18-25.

623. **Society of directors of physical education in colleges.** Report of the annual meeting . . . Chicago, Ill., December 30, 1914. American physical education review, 20: 113-67, March 1915.

Contains: 1. C. L. Brewer: Intercollegiate athletics as part of the work of physical training in colleges of the Southwest, p. 121-24. 2. J. A. Babbitt: Progressive correlation in gymnasium work, p. 125-34. 3. D. A. Sargent: Is war a biological necessity? p. 135-42. 4. P. C. Phillips: Relation of athletic sports to international peace, p. 143-47. 5. W. S. Middleton: The effect of athletic training on the heart, p. 148-63.

624. **Morse, John Lovett.** Athletics in the schools. Harvard graduates' magazine, 23: 369-74, March 1915.

The writer thinks that athletics for boys should be more carefully supervised.

SOCIAL ASPECTS OF EDUCATION.

625. **Beard, Mary Ritter.** Woman's work in municipalities. New York and London, D. Appleton and company, 1915. xi, 344 p. 12°. (National municipal league series.)

Chapter 1, Education, p. 1-44.

626. **Bohn, Frank.** The Socialist party and the public schools. International socialist review, 15: 614-15, April 1915.

Social service work and education related to life discussed.

627. **Hahn, H. H.** Social demands upon elementary education. Middle-west school review, 7: 10-12, March 1915.

The writer says that society makes at least three important demands upon the elementary school curriculum, first, the demand that the subject-matter shall have abundant social value now, second, that its subject-matter shall be representative of all the great social interests, and, third, that the amount of material selected from each social interest shall be the minimum.

CHILD WELFARE.

628. **American association for study and prevention of infant mortality.** Transactions of the fifth annual meeting, Boston, Mass., November 12-14, 1914. Baltimore, Press of Franklin printing company, 1915. 391 p. 8°.

Contains: 1. Helen C. Putnam: Continuation schools and their basis in the elementary grades, p. 235-38. 2. David Snedden: Some possibilities of public schools in reducing infant mortality, p. 239-42; Discussion, p. 242-53.

629. **Kelley, Florence.** Children in the cities. National municipal review, 4: 197-203, April 1915.

Discusses the municipal care of children.

630. **Schoff, Mrs. Frederic.** Guiding the boy in his 'teens. Good housekeeping magazine, 60: 369-75, April 1915.

Discusses the necessity of proper home instruction. Illustrated.

RELIGIOUS EDUCATION.

631. **Collins, Joseph V.** The chief aim of education. Education, 35: 522-28, April 1915.

Discusses religious education and the public schools. Makes a plea for a tolerant and consistent introduction of religious instruction in the common schools, nonsectarian in character.

632. **Cross, Ethan Allen.** Bible study in state colleges and high schools: a way out. American journal of sociology, 20: 700-5, March 1915.

The Greeley, Colo., plan.

633. **Dix, G. H.** Child study, with special application to the teaching of religion. London, New York [etc.] Longmans, Green and co., 1915. 134 p. 12°.

634. **Frayser, Nannie Lee.** The Sunday school and citizenship. Cincinnati, The Standard publishing company [1915] 99 p. 12°.

Bibliography at end of every chapter.

635. **Swetland, Roger W.** Denominational academies. Educational foundations, 26: 460-66, April 1915.
A discussion of the academy movement. The writer says: that the demand for such schools in earlier times was on intellectual grounds, while the demand to-day is on social, moral, and religious grounds.
636. Training religious leaders in the Disciples churches. Religious education, 10: 135-58, April 1915.
From the report of the Religious education commission of the Disciples of Christ, presented at the recent convention in Atlanta.
637. **Wood, Irving Francis.** The survey of progress in religious and moral education. Religious education, 10: 114-23, April 1915.

MANUAL AND VOCATIONAL TRAINING.

638. **Commercial club of Chicago.** Vocational schools for Illinois. [Chicago, 1915] 66 p. 8°.
CONTENTS.—Principles and plan of a proposed law.—Wisconsin's experience.—This movement is democratic.—Comparison of Commercial club's bill with that of the state teachers' association.—Draft of bill.
639. **Commonwealth club of California.** Vocational education. San Francisco, Cal., 1914. p. [617]-670. 8°. (*Its Transactions*. Vol. 9, no. 12, November 1914)
Contains proceedings of a meeting under the auspices of the Club's Committee on education, of which Archibald B. Anderson, of the San Francisco state normal school, is chairman.
640. **Cooley, Edwin G.** Vocational education in Europe. Report to the Commercial club of Chicago. Vol. 2. Chicago, The Commercial club of Chicago, 1915. 177 p. illus. 8°.
This volume describes observations and experiences in European vocational schools during the winter of 1913-14. Ireland, England, Holland, Denmark, Sweden, Norway, and Germany were visited, and agricultural instruction was especially studied.
641. ———. Vocational school control in Germany. Industrial-arts magazine, 3: 190-91, April 1915.
A reply to Dr. Roman's article in March 1915 issue of same periodical (item 432 of this record).
642. ———. Welfare of working youth in Germany. Educational review, 49: 337-51, April 1915.
Welfare work in connection with the vocational schools. Statistics giving results of such work in 1910. Activity of the state in directing continuation schools and preparing teachers.
643. **Dewey, John.** Splitting up the school system. New republic, 2: 283-84, April 17, 1915.
Professor Dewey here voices his opposition to separate vocational schools.
644. **Duley, W. J.** Continuation schools and the training of engineers. School world, 17: 83-86, March 1915.
Suggestions concerning education of engineers in England. Discusses apprenticeship, etc.
645. **Griffith, Ira S., ed.** Two units of manual training for high schools. Manual training and vocational education, 16: 480-92, April 1915.
Contains helpful material for teachers and supervisors who have to do with organizing the detail of shop courses and planning equipments.
646. **Moore, R. C.** The dual system of vocational education. Illinois teacher, 3: 5-9, March 1915.
"Some quotations from the literature advocating a separate system for vocational education."
647. **Prosser, C. A.** The evolution of the training of the worker in industry. Educational monthly, 1: 36-46, April 1915.
648. ———. The place of art in industry. Industrial-arts magazine, 3: 155-58, April 1915.
Abstract of an address before the Eastern art and manual training association, April, 1914.
The writer says that "all children should have an opportunity while they are going thru the schools . . . to have their sense of appreciation of the things that are right and good and true and beautiful developed so that they may be intelligent consumers of the goods of life, so that they may learn to use aright the best things and to enjoy both their work and their leisure."

649. **Shields, Thomas Edward.** Vocational education. Catholic educational review, 9: 289-303, April 1915.
Survey of the field.
Discusses the report of the Commission on national aid to vocational education, and the attitude the Catholic schools should have toward the movement to introduce the vocational subjects into the schools.
650. **Smith, William Hawley.** "Over-equipped and undertaught." Industrial-arts magazine, 3: 145-48, April 1915.
Thinks that the industrial schools of this country are over-equipped, but that they are undertaught owing to the lack of properly trained teachers.
651. **Thompson, Frank V.** Industrial society and industrial education. School and society, 1: 402-8, March 20, 1915.
Read at the Boston principals' meeting, January 12, 1915.
Speaks of industrial conditions today and considers what the Boston school system is attempting in extension education for its boys and girls.

VOCATIONAL GUIDANCE.

652. **Horton, D. W.** A plan for vocational guidance. School review, 23: 236-43, April 1915.
Discusses the organization of vocational guidance as carried out in the Mishawaka high school, Indiana. Outlines a course of study for vocational work.
653. **Reed, Mrs. Anna Y.** Seattle children in school and in industry with recommendations for increasing the efficiency of the school system and for decreasing the social and economic waste incident to the employment of children 14 to 18 years of age. Seattle, Wash., Board of school directors, 1915. 103 p. 12°.
654. **Weaver, Eli W.** Profitable vocations for girls. New York and Chicago, The A. S. Barnes company, 1915. ix, 212 p. 12°.
655. ——— and **Byler, J. Frank.** Profitable vocations for boys. New York and Chicago, The A. S. Barnes company, 1915. 282 p. 12°.

AGRICULTURAL EDUCATION.

656. **Terversham, T. F.** Experimental agriculture in rural secondary schools. School world, 17: 87-90, March 1915.
Says that any science scheme for rural secondary schools must be experimental and inductive observation must precede fact. Pupils should not only be taught the principles of cultivation, of plant-growth and nutrition, etc., but that these principles must be practically administered.

HOME ECONOMICS.

657. **Cooley, Anna M.** The Amy Schüssler apartment. Teachers college record, 16: 51-69, 153-72, January, March 1915.
Apartment where the older girls may have an opportunity to apply in a "home house" the instruction which they receive in the household arts laboratories at Speyer school. The March issue contains a tentative outline of the course of study in the household arts to be used in the seventh and eighth grades of Speyer school.
658. **Whitcomb, Emeline Storm.** The school luncheon. [Laramie, 1914] 15 p. 12°. (University of Wyoming bulletin. vol. XI, no. 2.)

COMMERCIAL EDUCATION.

659. **Eaton, Jeannette and Stevens, Bertha M.** Commercial work and training for girls. New York, The Macmillan company, 1915. xviii, 289 p. 12°.
Contains material prepared under the auspices of the Co-operative employment bureau for girls, Cleveland, Ohio.
660. **Fowler, Nathaniel C., jr.** A new method of imparting business education. Journal of education, 81: 345-48, April 1, 1915.
Describes the demonstration form of imparting business information. Instead of telling people what business is, the writer shows them what business is by presenting in the form of a play the action of every department of business. The writer says that this form of imparting business education has already received the hearty co-operation of our leading educators and business men.

PROFESSIONAL EDUCATION.

661. **American medical association.** Council on medical education. Report of the eighth annual conference, Chicago, Ill., February 16, 1915. American medical association bulletin, 10: 221-325, March 15, 1915. (N. P. Colwell, secretary, 535 North Dearborn street, Chicago, Ill.)
Contains: 1. N. P. Colwell: Eleven years' progress in medical education, p. 232-44. 2. V. C. Vaughan: A preliminary report on the reorganization of clinical teaching, p. 244-59; Discussion, p. 259-68. 3. G. E. Vincent: The university and higher degrees in medicine, p. 268-77. 4. M. J. Rosenau: Courses in degrees in public health work, p. 277-83; Discussion, p. 283-87. 5. H. D. Arnold: Report of the committee to investigate graduate medical instruction, p. 298-307; Discussion, p. 307-16.
662. **Redlich, Josef.** The common law and the case method in American university law schools. A report to the Carnegie foundation for the advancement of teaching. New York city, 576 Fifth avenue [1914] xi, 84 p. 4°. (Carnegie foundation for the advancement of teaching. Bulletin no. 8.)
An introductory bulletin to the Foundation's study of legal education in the United States, which is to involve not only an examination of existing law schools, but also of methods of instruction, of bar examinations, and of the relation of these matters to the quality of legal practice.
663. **Talbot, Eugene S.** The problem of dental education. Dental cosmos, 57: 424-28, April 1915.
Outlines a course of study for dental schools.

MILITARY TRAINING.

664. **Schaeffer, Nathan C. and Finley, John H.** Should our educational system include activities whose special purpose is preparation for war? Boston, American school peace league, 1915. 21 p. 8°.
Addresses delivered before the Department of superintendence of the National education association at Cincinnati, Ohio, February 24, 1915.

EDUCATION OF WOMEN.

665. **General federation of women's clubs.** Twelfth biennial convention, June 9-19, 1914, Chicago, Ill. Official report, 1914. 635 p. 8°. (Mrs. Eugene Reilley, corresponding secretary, Charlotte, N. C.)
Contains: 1. P. P. Claxton: The educational and cultural value of home economics, p. 243-51. 2. F. M. Leavitt: Vocational education and vocational guidance, p. 461-69. 3. Annie Davis: Vocational guidance in Chicago, p. 469-73.
666. **Krause, Maria.** Zur reform des oberlyzeums. Frauenbildung, 13: 505-21, 11. heft, 1914.
Proposals for a reform of the higher girls' school (oberlyzeum). The proposals include a revision of the course of study.

NEGROES AND INDIANS.

667. **Hall, Robert D.** Student Y. M. C. A. work for Indians. Southern workman, 44: 234-38, April 1915.
668. **Hill, W. B.** Rural survey of Clarke county, Georgia, with special reference to the negroes. [Athens, Ga., 1915] 63 p. illus. 8°. (Bulletin of the University of Georgia, vol. 15, no. 3. Phelps-Stokes fellowship studies, no. 2.)

ORIENTALS.

669. **Kuo, Ping Wen.** The Chinese system of public education. New York city, Teachers college, Columbia university, 1915. xii, 209 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 64.)
 CONTENTS.—1. Origin of the ancient educational system.—2. Ancient educational system and its decadence.—3. Brief survey of the development of education during subsequent dynasties.—4. Transition from traditional to modern education.—5. Construction of a modern educational system.—6. Reorganization of education under the Republic.—7. Present-day educational problems of national importance.—8. Summary and conclusions.—Appendix and Bibliography.
 This volume portrays the recent efforts of the Chinese to obtain a familiarity with Western learning, and also places in a clear light the stages in the long evolution of their native culture and educational system. The Introduction by Paul Monroe calls the book 'a contribution of great importance to the Western knowledge of Eastern conditions.'
670. **Rottach, Edmond.** Les écoles libres d'enseignement secondaire au Japon. Éducation, 16: 416-26, December 1914.
671. **Schneider, D. B.** Mission schools and state education in Japan. Chinese recorder (Shanghai, China), 46: 164-69, March 1915.
 Advocates the advance of Christian education to the university grade.
672. **Sec, Fong F.** Government and mission education in China. Chinese recorder (Shanghai, China), 46: 158-64, March 1915.
 Welcomes the cooperation of mission schools with the Government. See also article by P. W. Kuo on same topic, p. 169.
673. **Yui, David Z. T.** Education and democracy in China. Chinese recorder (Shanghai, China), 46: 151-57, March 1915.
 Effect of mission schools and colleges in moral uplift. Says that one of the chief reasons for the success of Christian education is the excellent discipline maintained in the schools.

DEFECTIVE AND DELINQUENT CHILDREN.

674. **Davis, Gwilym G.** The education of crippled children. American journal of care for cripples, 2: 11-14, 1915.
 Presidential address before the American orthopedic association. Reprinted by permission from the American journal of orthopedic surgery, Philadelphia, 1914-1915.
675. **Hutchinson, Woods.** Children who never grow up. Good housekeeping magazine, 60: 421-26, April 1915.
 Discusses the cause, menace, and the cure of feeble-mindedness. Illustrated.
676. **McMurtrie, Douglas C.** Open air treatment for crippled children; the country home for convalescent children. American journal of care for cripples, 2: 15-20, 1915.
 Describes the equipment and work of the Country home for convalescent children, located at Prince Crossing, Illinois.
677. **Monro, Sarah J.** A résumé of the rhythmic work in the Horace Mann school, Boston. Volta review, 17: 133-38, April 1915.
 Says that pupils gain a more natural use of the voice in inflection, greater volume of tone without undue force, and a more natural use of the speech organs. Rhythmic methods as applied to teaching the deaf.
678. **Walsley, H. R.** How I taught my boy the truth. Volta review, 17: 123-31, April 1915.
 Early training of a child in scientific knowledge; sex problems, etc.
679. **Worcester, Alice E.** How shall my children be taught to pronounce at sight the words of our written language? Volta review, 17: 85-93, March 1915.
 An exposition of the phonetic reading method devised by the author. In a modified form this method is used in nearly all of the schools for the deaf in the United States.

LIBRARIES AND READING.

680. **Hicks, Frederick C.** Library problems in American universities. Educational review, 49: 325-36, April 1915.
Extension and growth of university libraries. Discusses library problems in Harvard, Columbia, and Princeton. University extension at Columbia university has created a great demand for new books; actual number of potential readers added to clientele of the library by the extension department in 1913-14 was 2,813.
681. **Johnston, William Dawson.** The school librarian: training and status. Public libraries, 20: 151-54, April 1915.
Read before Library section, Minnesota educational association, Duluth, February 12, 1915.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

682. Accredited secondary schools in the United States; by Samuel Paul Capen. Washington, 1915. 106 p. (Bulletin, 1915, no. 7)
683. One thousand good books for children. Classified and graded list prepared by National congress of mothers literature committee, Alice M. Jordan, chairman. (Revised, 1914) Washington, 1915. 40 p. (Home education circular no. 1)
684. Organization of state departments of education; by A. C. Monahan. Washington, 1915. 46 p. (Bulletin, 1915, no. 5)
685. Present status of the honor system in colleges and universities; by Bird T. Baldwin. Washington, 1915. 31 p. (Bulletin, 1915, no. 8)
686. A statistical study of the public schools of the southern Appalachian mountains; by Norman Frost. Washington, 1915. 29 p. (Bulletin, 1915, no. 11)
Preliminary edition.
687. A study of the colleges and high schools in the North Central association. Washington, 1915. 130 p. (Bulletin, 1915, no. 6)



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INDEX

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PREFATORY NOTE.

The present index, covering the nine issues of the monthly record of current educational publications from February, 1914, to January, 1915, inclusive, is designed to equip the series for use as an annual bibliography of education for 1914. During the period named the record was published each month, with the exception of June, July, and August, 1914, the entries for these three months appearing in the September issue. The references in the index are to the item numbers, which run consecutively through the series of nine bulletins up to a total of 2,094 entries. The plan is the same as that of the 1913 index to the record (Bulletin, 1914, no. 15), including both a complete author list and a full system of subject headings.

The index was compiled by Miss Isabel L. Towner, head cataloguer in the library of the Bureau of Education.

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS: INDEX, FEBRUARY, 1914-JANUARY, 1915.

[The numbers refer to item, not to page. Names of persons about whom articles or books are written, and references to subjects, are printed in small capitals.]

A.

Abbot, Julia W., 454.
ABBOTSHOLME, ENG., 911.
Abbott, Christabel, 922.
Abbott, Lyman, 682.
Abel, Mary II, 777.
Abercromble, J. W., 137.
ABILITY TESTS. *See* MENTAL TESTS.
ABNORMAL CHILDREN. *See* BACKWARD CHILDREN;
EXCEPTIONAL CHILDREN; FEEBLE-MINDED.
Abrams, A. W., 910.
ACADEMIC DEGREES. *See* DEGREES.
ACADEMIC FREEDOM, 457, 384, 1794, 1983.
ACCOUNTING. *See* SCHOOL FINANCE
Acheson, J. C., 1658 (14).
Adams, G. S., 1301 (23).
Adams, Harriet C., 835.
Adams, John, 856.
Adams, M. B., 1658 (11).
ADDAMS, JANE, 1429.
Addington, R. M., 1667.
Adee, J. N., 177 (47).
Adkins, F. J., 138.
Adler, Alfred, 1910.
Adler, N., 1144.
ADMINISTRATION, schools, 106-109, 177 (12) (71)-(72),
201-302, 414, 425, 488-493, 700-712, 819 (13) (19),
1068-1090, 1403-1412, 1571-1573, 1795, 1999-2006;
universities and colleges, 96, 176 (5), 177 (43)-(45),
685, 1564, 1663 (1), 1791, 1795. *See also* SCHOOL
FINANCE; UNIVERSITIES AND COLLEGES, finance.
ADOLESCENCE, 397 (2), 1499, 1661 (9), 1889 (13), 2039.
Aery, W. A., 1259.
AFFILIATED COLLEGES. *See* COORDINATE COLLEGES.
AFRICA, education, 1301 (40), 1460, 1642.
AGE. *See* SCHOOL AGE.
Agnew, Ella J., 545.
AGRICULTURAL CLUBS, 1210, 1311 (5), 2055.
AGRICULTURAL COLLEGES. *See* LAND-GRANT COL-
LEGES.
AGRICULTURAL EDUCATION, 773-776, 813 (3), 827 (9),
1209-1211, 1301 (9), 1307 (4), 1471 (3), 1657 (9), 1847-
1848, 1877, 1889 (19), 2055-2057; elementary schools,
177 (80) (81), 228, 248, 701 (11), 821 (6), 829 (2); high
schools, 775, 1209, 1307; normal schools, 819 (18).
See also LAND-GRANT COLLEGES.
AGRICULTURAL EXTENSION, 802 (7)-(9), 802 (16),
1886 (3).
Ahern, Miss M. E., 1301 (14).
AID TO SCHOOLS, 177 (23), 826 (10), 1567.
Aikens, Charlotte A., 1233.

AKRON, OHIO. MUNICIPAL UNIVERSITY, 1663 (2).
ALABAMA, education, 820 (1), 1366.
Alabama. Dept. of education, 1366.
Alabama educational association, 820.
ALASKA, education, 2093.
ALBANY NORMAL SCHOOL, 1984.
Albaugh, Laura L., 1643.
Albrecht, E., 361.
Albright, C. E., 1929.
Alder, Louise M., 177 (32).
Alderman, L. R., 177 (17), 1684.
ALDERMAN, L. R., 70.
Alderman, S. S., 1752.
Alexander, Carter, 805 (4).
Alexander, H. Q., 1370 (4).
Alexander, J. W., 1993.
Aley, R. J., 815 (2), 1648, 1753.
ALGEBRA, 958.
Arlington, C. A., 1974.
Allen, A. T., 1661 (11).
Allen, E. A., 1301 (22).
Allen, I. M., 76.
Almstedt, Hermann, 824 (10), 1308 (1).
Alsop, T. E., 1545.
ALTAMIRA, RAFAEL, 841.
ALUMNI ASSOCIATIONS, 1402.
AMBIDEXTERITY, 896. *See also* LEFT-HANDEDNESS.
American academy of medicine, 1101.
American association for the advancement of agri-
cultural teaching, 1877.
American institute of child life, 1145.
American institute of instruction, 801.
American library association, 1467.
American medical association. Council on medical
education, 1223-1224, 1453.
American nurses' association, 1454.
American philosophical association, 287.
American political science association, 1237-1238.
American school peace league, 174.
Ames, E. S., 323.
Amrhein, —, 1378.
Anderson, E. H., 1468.
Anderson, H. B., 1581.
Anderson, J. D., 277.
Anderson, Mrs. Jane P., 494.
Anderson, Madge, 36.
Anderson, Meta L., 825 (7).
Anderson, P. H., 836.
Anderson, Peter, 826 (8).
Anderson, V. V., 2076.
Anderson, W. L., 1451, 1635.

- Andress, J. M., 433, 625, 1537.
 Andrews, C. B., 857.
 Andrews, Fannie F., 2031.
 Andrews, Harriet U., 792.
 Angell, J. R., 681 (5).
 Antrim, E. L., 1282.
 Antrim, Saida B., 1282.
 Appleton, R. B., 37.
 APPRENTICESHIP, 145, 811 (5) (6), 1445.
 ARBEITSSCHULE, 247, 763.
 ARCHAEOLOGY, study, 750.
 Arias, Maria V., 1716.
 ARITHMETIC, 177 (37), 241, 435, 439, 442, 444, 611, 893, 954, 957, 959, 1522, 1730.
 ARKANSAS, rural life, 1760.
 ARKANSAS STATE NORMAL SCHOOL, 80.
 Arkansas state teachers' association, 821.
 Arkansas teachers' association (colored), 1886.
 Armani, Tarquinio, 2.
 Armstrong, D. W., 701 (5).
 Armstrong, H. E., 1510, 1685.
 Armstrong, L. E., 581.
 ARMSTRONG, S. C., 566.
 Arnold, Felix, 222.
 Arnold, H. D., 1223 (5).
 Arnold, Mrs. Jean B. C., 1748.
 Arnold, Sarah L., 2058.
 ART EDUCATION, 49, 177 (56), 180 (5), 224, 963-969, 1295, 1301 (12), 1665 (2) (5).
 ART METAL WORK, 1443.
 ARTS AND CRAFTS, 180 (5).
 Ashbee, C. R., 457.
 Ashmore, Otis, 1473 (4).
 ASIA, education, 1301 (40), 1641.
 Asplund, R. F., 1674.
 Associated academic principals and Council of elementary school principals and teachers, 1302.
 Association of American agricultural colleges and experiment stations, 802.
 Association of American medical colleges, 1.
 Association of American universities, 803.
 ASSOCIATION OF AMERICAN UNIVERSITIES, 684.
 Association of colleges and preparatory schools of the middle states and Maryland, 804.
 Association of colleges and secondary schools of the Southern states, 805.
 ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES, 182 (4).
 Association of collegiate alumnae, 806; California branch. School survey class, 1675.
 ASSOCIATION OF COLLEGIATE ALUMNAE, 787.
 Association of district superintendents, New York, 1999.
 Association of history teachers of the middle states and Maryland, 807.
 Association of men teachers and principals of the city of New York, 1470.
 ASSOCIATIONS, SOCIETIES, AND CONFERENCES, 397 (5) (6), 819 (9), 1301 (25); city, 1303, 1470; foreign, 180, 828, 1474, 1699; international, 175, 1100, 1157, 1304-1305, 1655; national, 1-3, 174, 176, 177-179, 181-182, 392, 396, 801-819, 1225, 1302, 1309, 1471-1472, 1653, 1660, 1662, 1665, 1877, 1887, 2019, 2068; state, 4-5, 393-395, 397-398, 820-830, 980, 1306-1308, 1310-1311, 1473, 1475, 1654, 1656, 1657-1659, 1661, 1663-1664, 1666, 1886, 1888-1889.
 ASTRONOMY, 234.
 Athearn, W. S., 1158, 2035.
 ATHENIAN EDUCATION, 20.
 Atherton, Lewis, 38.
 ATHLETICS, 330, 589, 734 (1), 738, 1812, 1815, 1816; intercollegiate, 1127, 1604; supervision, 176 (13), 329, 827 (21).
 Atkinson, R. K., 1426.
 ATTENDANCE, 465, 1409, 2015.
 ATTENTION, 899.
 Austin, G., 1653 (13).
 AUSTRALIA, education, 1301 (41), 1678, 1901.
 AUSTRIA-HUNGARY, education, 1301 (37), 1399.
 Avent, J. E., 713.
 Avery, Samuel, 176 (14).
 Aydelotte, Frank, 1717.
 Aylmer-Small, Sidney, 433.
 Ayres, L. P., 177 (19), 530, 700 (4), 753, 837.
 AYRES SCALE, 1709.
- B.**
- Babcock, E. J., 1463.
 Babcock, Jessie T., 1463.
 Babcock, K. C., 148, 803 (4), 1301 (2), 1662 (5).
 Babo, M. von, 1488.
 Bachman, F. P., 462, 1091, 2007.
 BACKWARD CHILDREN, 568, 605, 814, 1068, 1588, 1661 (8). See also ELIMINATION; EXCEPTIONAL CHILDREN; PROMOTION OF PUPILS; RETARDATION.
 Bacon, R. F., 1830.
 BACON, ROGER, 1565.
 Badger, L. F., 1754.
 Badley, J. H., 1249.
 Bagley, W. C., 392 (1), 413, 1403, 1796, 2008-2009.
 Baginsky, Adolf, 721 (10).
 Bagster-Collins, E. W., 1766 (11).
 Bailey, Carolyn S., 32.
 Bailey, H. T., 224.
 Bailey, L. H., 1370 (1) (2).
 Balsh, H. H., 827 (1).
 Baker, Benjamin, 548.
 Baker, E. E., 1546.
 Baker, F. T., 1766 (9).
 Baker, J. C., 1619.
 Baker, T. S., 395 (3).
 Balch, Emily G., 382.
 Baldwin, Dr., 827 (18).
 Baldwin, B. T., 1294, 1379.
 Baldwin, C. S., 924.
 Baldwin, J. A., 1471 (17).
 Baldwin, R. L., 810 (4).
 Baldwin, R. N., 1613.
 Bales, Alba, 177 (58).
 Ball, A. H., 828 (3).
 Ball, Margaret, 368.
 Ballard, Anna W., 626.
 Ballet, T. M., 175 (1), 318, 1983.
 Ballou, F. W., 801 (7), 1000, 1494, 1911.
 BALTIMORE BUREAU OF STATISTICS AND RESEARCH, 298.
 Bancroft, E. M., 1414.
 Bardeen, C. W., 1302 (5), 1891, 1898.
 Barker, H. S., 1657 (2).
 Barnard, J. L., 177 (7), 807 (3).
 Barnes, Earl, 824 (1) (3) (6).
 Barnes, F. G., 793.
 Barnett, Mary G., 161.
 Barry, Maggie W., 1309 (8).

- Barth, Paul, 1930.
 BARTHOLOMEW CO., IND., school hygiene, 1543.
 Barton, E. D., 1641.
 Barton, J. L., 524.
 Barton, S. G., 1718.
 Barton, W. J., 949.
 Baskerville, Charles, 115.
 BASKETRY, 1658 (17).
 BATAVIA SYSTEM, 1509.
 Batchelor, Bronson, 1235.
 Bateman, W. G., 883.
 Bates, Mary E., 177 (78).
 Baumann, Friedrich, 858.
 Bawden, W. T., 754, 1301 (11).
 Baxter, J. K., 1311 (1).
 Bayne, Margaret W., 401.
 Beach, C. E., 177 (79).
 Beach, W. W., 718.
 Bean, C. H., 39.
 Beard, C. A., 807 (5), 2068 (4).
 Beard, Frederica, 1975.
 Bec, —, 1215.
 Becht, J. G., 397 (7), 605.
 BEDALES SCHOOL, PETERSFIELD, ENG., 2070.
 Beech, F. A., 659.
 Beegle, Mary P., 509.
 Beers, H. A., 1035.
 Beesley, T. Q., 1931.
 BELGIUM, secondary education, 270, 467, 1016.
 Bell, C. H., 10.
 Bell, H. M., 1656 (3).
 Bell, Julia, 1342.
 Bellamy, Raymond, 1782.
 Benedict, G. W., 808 (1).
 Benjamin, C. H., 278.
 Bennett, C. A., 1433, 1665 (8).
 Bennett, R. D., 263.
 Benson, A. C., 180 (2).
 Benson, O. H., 395 (7), 1311 (5), 2055.
 Bentley, J. H., 1657 (8), 1658 (22).
 Berendsohn, W. A., 88.
 BERGSON, HENRI, 881.
 BERKELEY, CAL., public schools, 488.
 BERLIN, continuation schools, 799; curriculum, 493.
 Berryman, W. B., 251.
 Best, R. H., 1272.
 Betts, G. F., 1306 (4).
 Betts, G. H., 62.
 Bevan, A. D., 549, 1223 (1).
 Bevard, Catherine H., 1605.
 Beveridge, J. H., 303, 1656 (1).
 Beyer, T. P., 153.
 BIBLE IN SCHOOLS, 529, 1653, (10), 2036.
 BIBLE STUDY, 135; accrediting, 815 (11), 824 (12).
 BIBLIOGRAPHY, 386, 831 (4), 1900.
 BIBLIOTHEQUE NATIONALE, 1285.
 Biesele, R. L., 1664 (12).
 Bigelow, H. S., 1306 (8).
 Bigelow, M. A., 1732, 1888 (13).
 Binet, Alfred, 2077.
 BINET-SIMON TESTS, 28, 30-31, 814 (4), 894, 904, 907, 1495, 1501, 1702-1703, 1708, 2077. *See also* MENTAL TESTS.
 Binker, R. S., 2068 (9).
 Binnion, R. B., 1664 (13).
 Binzel, Alma L., 57.
 BIOGRAPHY, 399, 581-584, 832-834, 1312-1319, 1470-1479, 1667-1673.
 BIOLOGY, 448, 641, 650, 1732.
 BIRDS, study of, 8646.
 Birge, E. B., 810 (2).
 Bishop, C. M., 1664 (7).
 Black, R. M., 139, 826 (5).
 Black, W. W., 1719.
 Blackwell, Elizabeth, 319.
 BLAINE, WASH., public schools, 853.
 Blair, F. G., 394 (3), 398 (5), 1311 (9).
 Blakesley, O. J., 495.
 Blanchar, Ora A., 1665 (11).
 Blanchet, P. R., 1308 (3).
 Bland, Mrs. Edith (N.), 250.
 Bland, H. M., 1608.
 Blanguernon, Edmond, 202.
 Blewett, Ben, 177 (21).
 BLIND, education, 371-373, 795, 1301 (22).
 Bloomfield, Meyer, 580.
 Blount, R. E., 1309 (13).
 Blue, L. A., 1984.
 Blumenthal, G. A., 26, 129.
 BOARDING SCHOOLS, 1318.
 Boas, Franz, 721 (23).
 Boas, Frederick S., 1312.
 Bobbitt, J. F., 1404.
 Boddy, W. H., 1431.
 Boehringer, Louise C., 981.
 Börner, Wilhelm, 339.
 Bogart, G. H., 1808.
 Bohn, Frank, 585.
 Bole, J. A., 77.
 Bolenius, Emma M., 925.
 BOLFUR, INDIA. SCHOOL OF TAGORE, 915.
 Bolton, F. E., 1899, 1985-1986.
 Bondurant, A. L., 1307 (8).
 Bone, Woutrina A., 180 (4).
 Bonser, F. G., 1202, 1302 (7).
 Book, W. F., 823 (7).
 BOOKKEEPING, 1221.
 BOOKS AND READING. *See* LIBRARIES AND READING.
 Booth, Mary J., 40.
 Boshart, E. W., 1622.
 BOSTON, MASS. HIGH SCHOOL OF PRACTICAL ARTS, 1251.
 Bostwick, A. E., 165, 383, 2085.
 BOTANY, college entrance requirements, 1658 (20); teaching, 1513.
 Boucher, A. S., 398 (7).
 Boughton, Alice, 1102.
 BOULDER COUNTY, COLO., school supervision, 997.
 Boulder county teachers' association, Colo., 1574.
 Bourne, H. E., 1766 (14).
 Bourne, R. S., 1686.
 Boutroux, Emile, 89.
 Bowen, L. de K., 1820.
 Bowen, W. P., 1124.
 BOY SCOUTS, 1246-1248, 1457, 1859-1860.
 Boyd, G. F., 1307 (6).
 Boyd, W. K., 1668.
 Boyd, William, 970.
 Boyer, P. A., 1092.
 Boykin, J. C., 389, 1298.
 Boynton, F. D., 264.

- Boynton, P. H., 1385.
 Boys, 336-337, 1440, 1612, 1616, 1666 (2).
 Boys' CLUBS, 1481. *See also* AGRICULTURAL CLUBS.
 Bradford, Mary D., 1666 (5).
 Brahn, Dr., 19.
 Bralley, F. M., 1428, 1471 (13), 1664 (4), (14).
 Brandenberger, Konrad, 884.
 Brandon, E. E., 1036, 1994.
 Branford, Victor, 838.
 Brannan, J. W., 721 (22).
 Branson, E. C., 1661 (4).
 Bray, F. C., 1273.
 Breckinridge, Mrs. D., 1471 (10).
 Bremer, H. M., 813 (3).
 Brennan, G. A., 1309 (19), 1720.
 Brennan, J. V., 1627.
 Brereton, C. S. H., 346, 1456.
 BRERETON, C. S. H., 839.
 Breslau. *Studentisch-pädagogische tagung*, 603.
 Breslich, E. R., 178 (2).
 Brewer, G. W. S., 1212.
 Bricker, G. A., 701 (11), 1018, 1847.
 Bridge, Helen, 1660 (7).
 Bridgeford, Edna G., 1582.
 Bridgeman, Olga, 1265.
 Briggs, Le B. R., 1125.
 Briggs, T. H., 225.
 Brigham, C. C., 1495.
 Brinton, J. Y., 1146.
 Brisby, Drusie P., 452.
 Brisco, N. A., 1831.
 Brister, J. W., 1309 (12).
 Bristol, G. P., 1302 (1) (2).
 Brittain, H. L., 410, 1405.
 Brittain, M. L., 1473 (1).
 Broadfoot, M. D., 1307 (5).
 Broadley, Keisa, 180 (9).
 Broadus, E. K., 203.
 Broer, F. W., 1666 (8).
 Bronson, W. C., 1783.
 BROOKLYN, N. Y. EASTERN DISTRICT HIGH SCHOOL, 77.
 Brooklyn teachers' association, 1303.
 Brooks, E. A., 812 (4).
 Brooks, E. C., 496, 1001.
 Brooks, R. C., 177 (18).
 Brooks, S. D., 291.
 Broome, E. C., 1372.
 Brough, C. H., 821 (1).
 Broughton, Hugh, 2016.
 Brown, C. A., 820 (6).
 Brown, E. E., 189, 1386.
 Brown, E. F., 1800.*
 Brown, E. G., 721 (5).
 Brown, Fannie W., 919.
 Brown, G. A., 606.
 Brown, Grace L., 454.
 Brown, H. A., 463, 609, 916, 982, 1547.
 Brown, H. E., 1002, 1662 (2).
 Brown, Helen D., 1636.
 Brown, J. B., 1865-1866, 2041.
 Brown, J. C., 435.
 Brown, J. F., 1721.
 Brown, S. W., 177 (36).
 Brown, W. T., 1471 (4).
 BROWN UNIVERSITY, 1783, 1790.
 Brown university teachers' association, 808.
 Browne, Hetty, 819 (22).
 Browning, J. W., 1889 (5).
 Brubacher, A. R., 745, 926.
 Bruce, H. A., 13, 336, 885.
 Bruce, Hortense V., 814 (5).
 Bruce, Lillian H., 510.
 Bruce, W. C., 719.
 Bruce, W. H., 1380.
 Brumbaugh, M. G., 825 (2), 827 (7).
 BRUMBAUGH, M. G., 1314.
 BRUSSELS. TAILORS' SCHOOL, 348.
 Bryan, E. B., 824 (2).
 Bryan, W. J., 1273.
 Bryan, W. J. S., 1662 (10).
 Bryan, W. L., 687.
 Buchner, E. F., 1650 (2).
 Buck, George, 1662 (3).
 Buck, P. M., jr., 58.
 Bucke, W. F., 414.
 BUDDHIST UNIVERSITY, CHANG'AN, CHINA, 2073.
 Buffalo. Chamber of commerce, 1170.
 Buhrman, Carrie E., 1824.
 Buissou, F., 1676.
 BULGARIA, education, 849.
 Bulkeley, Mildred E., 1103.
 Bulloch, Annie, 1307 (2).
 Bunker, F. F., 488.
 Bunting, Mary H. L., 1147.
 Burekhardt, Oscar, 1474 (2).
 Burd, H. A., 226.
 BUREAU OF EDUCATION OF THE JEWISH COMMUNITY OF NEW YORK CITY, 1301 (16).
 Bureau of municipal research, New York, 497.
 Burg, B. B., 1171.
 Burgerstein, Leo, 721 (14), 1104.
 Burgess, Elizabeth, 1660 (3).
 Burgess, J. W., 279.
 Burgess, T. W., 1246.
 Burkett, C. W., 1848.
 Burkholder, E. C., 927.
 Burnham, W. H., 116, 721 (11), 1415, 1900.
 Burns, J. A., 1653 (1).
 Burr, G. L., 1722.
 Burrige, F. V., 1172.
 Burris, W. P., 1296, 1658 (4).
 Burroughs, O. W., 397 (2).
 Burton, A. C., 1658 (13), 1970.
 Burton, Margaret E., 1250.
 Burt, R. C., 4 (1).
 BUSINESS. *See* HIGHER EDUCATION AND BUSINESS; EMPLOYEES, selection.
 BUSINESS EDUCATION, 42, 177 (61) (62), 365, 548, 823 (6), 1218-1222, 1301 (11), 1451-1452, 1635, 1852.
See also CORPORATION SCHOOLS; VOCATIONAL EDUCATION.
 Butcher, T. W., 415.
 Butler, G. F., 1226.
 Butler, N. M., 475, 683, 1173, 1677.
 Butler, Nathaniel, 1373.
 Butterfield, K. L., 802 (8), 993 (5), 1538.
 C.
 Cabot, A. T., 721 (9).
 Cabot, Ella L., 829 (3), 850, 1456.
 Cabot, R. C., 1646.
 Cajori, Florian, 227, 607.
 CALABAR MISSION, 1642.

- Caldwell, O. W., 778, 1932.
 Calgary, Alberta. Protestant public school board, 1174.
 CALIFORNIA. UNIVERSITY. PLAY SCHOOL, 1606.
 Call, A. P., 395 (5).
 CALLAO, PERU, education, 594.
 CAMBERWELL, ENG. MARY DATCHELOR GIRLS' SCHOOL, 563.
 CAMBRIDGE UNIVERSITY, 93, 105.
 Campbell, E. E., 304, 498.
 Campbell, P. L., 176 (10).
 CAMPS, 914.
 CANADA, education, 591, 1301 (30); higher education, 281, 699; industrial education, 755; rural schools, 460.
 Canada. Royal commission on industrial training and technical education, 531, 755.
 Canby, H. S., 627, 1345.
 CANNING CLUBS, 545. *See also* AGRICULTURAL CLUBS.
 Cantwell, J. W., 1987.
 Capen, S. P., 1557.
 Cardullo, F. E., 1175.
 CAREER, CHOICE OF. *See* VOCATIONAL GUIDANCE.
 Carlton, F. T., 756, 2030.
 Carmichael, O. C., 252.
 Carnegie foundation for the advancement of teaching, 199, 1037.
 CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING, 793.
 Carnegie institution of Washington, 290.
 Carney, Mabel, 824 (7).
 Carpenter, J. E., 2073.
 Carpenter, W. H., 684.
 Carr, J. W., 700 (9), 1309 (3).
 Carr, W. L., 943.
 Carrington, W. T., 177 (49).
 Carris, L. H., 811 (12).
 Carrol, Ora M., 1723.
 Carter, E., 794.
 Carter, G. E., 1664 (16).
 Carver, T. N., 802 (3), 993 (1), (3).
 Cary, C. P., 177 (10).
 Casey, Frank, 1612.
 Castagnola, G. S., 1610.
 CATHOLIC CHURCH. *See* ROMAN CATHOLIC CHURCH.
 Catholic educational association, 1653.
 Cattell, J. McK., 204, 685, 1784.
 Cauer, Friedrich, 1861.
 Cellérier, L., 831.
 Central association of science and mathematics teachers, 392.
 Chabot, Charles, 205.
 Chadsey, C. E., 1662 (9).
 Chadwick, F. E., 206.
 CHADWICK, F. E., 675.
 Chamberlain, A. H., 983, 1309 (11).
 Chamberlain, C. W., 1663 (3).
 Chancellor, W. E., 177 (6), 207, 586, 721 (13), 1069, 1338, 1571, 2000.
 CHANG'AN, CHINA. UNIVERSITY, 2073.
 Chapin, H. S., 1343.
 Chapman, Emily, 1889 (24).
 CHARACTER BUILDING, 23, 681 (6), 829 (3), 1653 (16), 1902.
 Charters, W. W., 824 (8).
 CHASSAVANT METHOD, 53.
 Chater, A. G., 1614.
 CHAUTAUQUA, 1273, 1280, 1281.
 Chauvet, Paul, 934.
 CHEMISTRY, home work, 302 (3); teaching, 1310, 1961.
 Cheney, Howell, 2042.
 CHICAGO. UNIVERSITY, affiliated high schools, 1373; University high school, 2045.
 Chicago. University, Francis W. Parker school, 1506.
 CHILD LABOR, 180 (9), 813, 1144, 1146, 1150, 1153.
 CHILD STUDY, 26-31, 118, 120, 177 (15), 216-221, 428-432, 605-619, 721 (23), 883-909, 876, 1338-1342, 1494-1505, 1699-1715, 1910-1925.
 CHILD WELFARE, 129-130, 336-338, 397 (4), 521, 743-744, 819 (16), 1144-1153, 1304 (10), 1612-1614, 1820.
 CHILDREN, country v. city, 1592; diseases, 721 (9)-(10), 724, 1808, 1806, 2022; education, 177 (54), 397 (3), 1304 (7) (8), 1306 (5) (13), 1968; feeding, 309, 1102-1103, 1420, 1583, 1657 (23), 2059; health, 1304 (11), 1657 (11); in Chicago stockyards, 721 (8); mortality, 721 (19); speech defects, 1804; vocabularies, 883.
 CHILDREN'S LITERATURE 166, 177 (73), 829 (3), 1287, 1291, 1651, 2087.
 Childs, W. L., 325.
 CHINA, agricultural education, 773; education, 407, 836; industrial education, 758.
 Chisholm, Catherine, 785.
 Cholmeley, R. F., 265.
 Chomley, V. I., 1678.
 CHRISTIAN STUDENT MOVEMENT, 1305 (2).
 Christie, G. I., 802 (16).
 Chrysler, M. A., 448.
 Chubb, Percival, 41.
 Church, Olive F., 397 (6).
 CHURCH AND EDUCATION, 749, 1161, 1327, 1619. *See also* BIBLE IN SCHOOLS.
 CHURCH COLLEGES. *See* DENOMINATIONAL COLLEGES.
 CHURCH SCHOOLS, 1158, 1301 (17) (18). *See also* PAROCHIAL SCHOOLS.
 CHURCHES. *See* RURAL CHURCHES.
 Churchill, J. A., 1933.
 Churchill, T. W., 1070.
 Churchman, P. H., 1511.
 CINCINNATI, continuation schools, 177 (17), 811 (13); cooperative schools, 1434; public schools, 196; vocational guidance, 543.
 Cincinnati schoolmasters' club, 1019.
 Cincinnati. University, 90.
 CINEMATOGRAF. *See* MOVING PICTURES.
 CITIES, education, 824 (3) (4), 1592.
 CITY SCHOOL SYSTEMS, 1301 (6), 1410.
 CIVIC EDUCATION, 542, 642, 815 (1), 827 (7), 1237-1241, 1304 (5), 1455-1456, 1657 (10), 1666 (18), 1857-1858, 2065-2068.
 CIVIC UNIVERSITIES. *See* UNIVERSITIES AND COLLEGES, city.
 CIVICS, teaching, 177 (7), 801 (9), 807 (3)-(5), 825 (6), 827 (24), 1657 (25) (26), 1733.
 Clair, Helen L., 1431.
 Clark, Bertha M., 860.
 Clark, C. P., 1512.
 Clark, Edna O., 1972 (3).

- Clark, H. F., 292.
 Clark, Harry, 805 (6).
 Clark, L. P., 608.
 Clark, R. McC., 2025.
 Clark, T. A., 928.
 Clark, Taliaferro, 1304 (11).
 Clark, W. A., 1475 (1).
 Clarke, C. P. S., 1159.
 Clarke, J. E., 525.
 CLASSICAL EDUCATION. *See* LIBERAL EDUCATION.
 CLASSICS, teaching, elementary grades, 1889 (15).
 Claxton, P. P., 176 (12), 177 (30), 394 (2), 587, 834, 1301, 1304 (1), 1471 (12), 1664 (1) (5), 1888 (9).
 Cleary, Frances, 1475 (3).
 Clement, E. H., 795.
 Clendenen, T. C., 14.
 CLEVELAND, OHIO, medical inspection, 1419.
 Clewell, H. E., 778.
 Clifton, H. T., 1003.
 CLINICS, school, 722, 1110.
 Clopper, E. N., 813 (2).
 Close, Egbert, 293.
 CLUBS, 815 (8). *See also* AGRICULTURAL CLUBS, BOYS' CLUBS; CANNING CLUBS.
 Coaracy, V. de Vivaldi, 1199.
 Coates, T. J., 1658 (3).
 Cobb, Ernest, 808 (2).
 Cocks, O. G., 1469 (3).
 Cody, Sherwin, 1176.
 COEDUCATION, 155, 157, 369, 562, 786, 789, 818 (1); 1249, 1252, 1663 (3), 2070. *See also* COORDINATE COLLEGES; SEGREGATION.
 Coffeen, E. L., 814 (1).
 Coffey, R. V., 1656 (15).
 Coffin, J. H., 331.
 Coffman, Bertie, 398 (2).
 Coffman, L. D., 177 (19), 178 (3), 181 (2), 435.
 Coggeshall, Thomas, 476.
 Cohn, G., 280.
 Cohn, Konrad, 721 (20).
 Coit, H. L., 721 (19).
 Cole, P. R., 1177.
 Colebank, G. H., 546.
 Coleman, N. F., 320.
 College entrance examination board, 1785.
 COLLEGE ENTRANCE REQUIREMENTS, 97, 176 (10) (38) (53), 805 (1), 808 (3), 1662 (8), 1785.
 COLLEGE LIFE. *See* COLLEGE STUDENTS.
 COLLEGE OF THE CITY OF NEW YORK, 2068 (6) (8).
 COLLEGE PRESIDENTS, 176 (44).
 COLLEGE PROFESSORS, 176 (14), 1021, 1040, 1048, 1782.
 COLLEGE STUDENTS, 88, 695, 819 (20), 1050, 1058, 1065, 1391, 1662 (5)-(7), 1786.
 COLLEGES. *See* UNIVERSITIES AND COLLEGES.
 Collier, T. F., 5 (5).
 Collins, E. W. Bagster, 1766 (11).
 Collins, J. V., 892 (7), 488.
 Collins, V. L., 1038.
 COLORADO, health departments, 177 (64); rural schools, 1973; vocational education, 1839.
 Colquitt, O. B., 1664 (8).
 Colson, F. H., 1243.
 Colton, Elizabeth A., 182 (1), 805 (5).
 Coltrane, E. J., 1370 (3).
 COLUMBIA UNIVERSITY, 688; school of journalism, 1235.
 COLUMBUS, GA., industrial education, 819 (14).
 Colwell, N. P., 1301 (3).
 COMMENCEMENTS, county, 1752; rural school, 1889 (10).
 COMMERCIAL EDUCATION. *See* BUSINESS EDUCATION.
 Commission for the study of the adolescent period, 2039.
 COMMUNITY AND SCHOOL, 542, 820 (4) (5), 828 (2), 830 (3), 859, 1302 (2), 1304 (8), 1306 (10) (11), (15), 1307 (2), 1311 (12), 1471 (2) (13)-(15), 1656 (5), 1657 (8) (25), 1658 (4) (19), 1661 (4), 1665 (6), 1889 (12).
 COMMUNITY CENTERS. *See* RECREATION CENTERS; SCHOOLS AS SOCIAL CENTERS.
 COMPOSITION. *See* ENGLISH LANGUAGE, composition.
 COMPOSITION SCALES, 233, 1709, 1913.
 COMPULSORY EDUCATION, 107, 379, 569, 577, 1075, 1657 (14); bibliography, 577 (VI); continuation schools, 180 (10), 752 (3).
 Comstock, Anna B., 228, 984.
 Comstock, Sarah, 384.
 CONCORD SCHOOL OF PHILOSOPHY, 1035.
 Condon, R. J., 177 (17), 1434.
 Conference for education in the South, 1471; Committee on household management, 1471 (1).
 CONGRÈS INTERNATIONAL D'ENSEIGNEMENT MÉNAGER, 1215.
 CONGRÈS NATIONAL DE LA FÉDÉRATION FÉMINISTE UNIVERSITAIRE, 369.
 Connelly, C. B., 827 (11).
 Connolly, Louise, 2086.
 Conover, Milton, 1558.
 Conradi, Edward, 393 (2).
 CONSOLIDATION OF SCHOOLS, 257, 394 (7), 828 (3), 990, 992, 999, 1758, 1763, 1889 (11). *See also* RURAL SCHOOLS.
 Constant, F. H., 817 (12).
 CONTINUATION SCHOOLS, 177 (7), 180 (10), 346, 374-375, 379, 571, 573, 752 (3), 798-800, 811 (11) (13), 1272, 1274-1275, 1277, 1466, 1665 (12), 1834.
 Cook, F. L., 1889 (4).
 Cook, H. R. M., 1071, 1887 (2).
 Cook, J. W., 815 (3), 1988.
 Cook, W. A., 920, 1976.
 COOK COUNTY, ILL., rural schools, 73, 1541.
 Cooley, E. G., 2084.
 Cooley, R. L., 1275, 1435, 1445 (1).
 Coombs, F. E., 43.
 Coon, C. L., 1661 (12).
 Cooper, C. S., 1575, 1320, 1679, 1688, 1811, 1995.
 Cooper, E. N., 1321.
 Cooper, V. A., 1306 (18).
 COOPERATIVE SYSTEM OF EDUCATION. *See* PART-TIME EDUCATION.
 COORDINATE COLLEGES, 159, 559, 818 (3). *See also* COEDUCATION; SEGREGATION.
 COORDINATION OF STUDIES. *See* CORRELATION OF STUDIES.
 Cope, Ellen, 780.
 Cope, H. F., 131.
 Copeland, E. B., 1513.
 Corbin, A. E., 812 (2).
 Corbin, Alice M., 428, 827 (15).
 CORDA FRATRES, 1656.
 Cordery, E. E., 1514.

Cornell, W. S., [829 \(7\)](#).
 CORNELL UNIVERSITY. VETERINARY COLLEGE, 150.
 CORPORAL PUNISHMENT, 704.
 CORPORATION SCHOOLS, 811-812.
 CORRELATION OF STUDIES, [18, 632](#).
 Corson, O. T., [11, 1666 \(5\)](#).
 Corwin, E. H. Lewinski, 1110.
 Corwin, R. W., [177 \(29\) \(64\)](#).
 COSMOPOLITAN CLUBS, 1056.
 COSMOPOLITAN HIGH SCHOOLS, [177 \(38\)](#).
 Cotton, F. A., 332.
 Couffer, U. G., 402.
 Coulter, J. G., [44, 229](#).
 Coulter, V. C., 1576.
 Coulton, G. G., 183.
 Council of church boards of education in the United States, 809.
 Council of teachers of English, 647.
 COUNTRY CHURCHES, 665, 987.
 COUNTRY LIFE. See RURAL LIFE.
 COUNTY HIGH SCHOOL, [1657 \(13\)](#).
 COUNTY LIBRARIES, 1282, 1471 [\(19\)](#).
 COUNTY SCHOOL UNIT, 824 [\(8\)](#), 2003.
 COURSE OF STUDY. See CURRICULUM.
 Courtis, S. A., 609.
 COURTIS TESTS, 301.
 Courtney, Janet E., 154.
 Cousins, Kathleen G., 1770.
 Covey, G. H., [1888 \(2\)](#).
 Cowan, Elizabeth L., [1657 \(24\)](#).
 Cowles, Julia D., 620.
 Coxhead, G. E. S., 929.
 Crabbe, J. G., [1658 \(5\)](#).
 Crabtree, J. W., [815 \(10\), 1020, 1330](#).
 Crafts, W. F., 2036.
 Cragun, J. B., 1515.
 Craick, W. A., 281.
 Craig, Clara E., 453.
 Craighhead, E. B., [177 \(43\)](#), 403.
 Craik, Sir Henry, 1406.
 Crain, C. M., 612.
 Crampton, C. W., 501, [721 \(12\)](#), 1416.
 Crane, A. G., [826 \(9\)](#).
 Crawshaw, F. D., 532, 1436.
 CRETE, NEBR., domestic science plan, 364.
 CRIPPLES, education, 163, 1266, 1269, 1899; physical education, 2026.
 Crocheron, B. H., 985.
 CRONE, F. L., 581.
 Crossfield, R. H., [1657 \(5\)](#).
 Crosswell, J. G., [1766 \(6\)](#).
 Crowley, R. H., 308, 502.
 Cruchet, René, 1039.
 Cruickshank, L. D., 722.
 Crump, A. B., [1886 \(3\)](#).
 Cubberley, E. P., [63, 190, 253, 700 \(6\)](#), 1072, [1766 \(4\)](#).
 Culter, H. M., [64](#).
 CULTURAL EDUCATION. See LIBERAL EDUCATION.
 CULTURE, 701 [\(3\)](#), 880; French, 1892.
 Cummins, Patrick, [1653 \(2\)](#).
 Cummins, R. A., 660, 2078.
 Cunliffe, J. W., 589.
 Cunningham, J. H., 1583.
 CURRENT EDUCATIONAL CONDITIONS, [9-12](#), 189-201, 401-412, 585-598, 835-854, 1304 [\(6\)](#), 1320-1328, 1480-1487, 1653 [\(7\)](#), 1657 [\(1\)-\(3\)](#), 1674-1683, 1891-1897.

CURRICULUM, [177 \(13\) \(19\) \(20\) \(22\)](#), 493, 700 [\(4\)](#), 712, 815 [\(12\)](#), 819 [\(21\)](#), 865, 1309 [\(1\)](#), 1413, 1534, 1662 [\(2\)-\(4\)](#), 1796; elementary schools, 823 [\(9\)](#), 1698, 1835, 2002; high schools, 178 [\(10\)](#), 177 [\(40\)](#), 1001, 1004-1005, 1309 [\(7\)](#), 1576, 1664 [\(11\)](#), 1764-1765, 1767, 1769; kindergartens, 1309 [\(8\)](#); normal schools, [177 \(48\)](#); rural schools, 1306 [\(21\)](#); universities and colleges, 827 [\(19\)](#), 2032.
 Curtis, Elnora W., 1689.
 Curtis, Fanniebelle, [175 \(3\)](#).
 CURTIS, H. S., 65, 458, 511, 1126.
 CURTIS, H. S., 327.
 Cutten, G. B., 2032.
 Cutting, R. F., [2068 \(2\)](#).
 CYCLOPEDIAS, educational, [6](#).

D.

Dabney, C. W., 90, [178 \(5\)](#), [815 \(7\)](#), 1021.
 Dadachanji, K. K., [1584](#).
 Dadisman, S. H., [66, 394 \(7\)](#).
 Dakin, W. S., 1550.
 Dallenbach, K. M., 887, 1496.
 Dally, J. F. H., 610.
 Dalton, W. B., [180 \(5\)](#).
 Dana, C. L., 2017.
 Daniel, R. B., 819 [\(14\)](#), [1471 \(16\)](#).
 Dann, Hollis, 1934.
 Danner, Vernice E., 1817.
 Darr, Irene, 701 [\(10\)](#).
 Darst, E. L., 1331.
 DARTMOUTH COLLEGE, 285, 1792.
 DATCHELOR GIRLS' SCHOOL, CAMBERWELL, ENG., 563.
 Dau, W. H. T., [1301 \(17\)](#).
 Davenport, Eugene, 802 [\(6\) \(12\)](#), 1437, 2043.
 Davenport, F. Isabel, 1772.
 Davidson, J. B., [680 \(4\)](#).
 Davidson, N. J., 91.
 Davidson, W. M., [177 \(21\)](#).
 Davies, G. R., 611.
 Davies, Henry, 963.
 Davis, Anne, 1203.
 Davis, C. O., 1004.
 Davis, E. E., 1544.
 Davis, G. G., 1266.
 Davis, J. B., 2054.
 Davis, J. E., 565, 790.
 Davis, J. N., 670, 723.
 Davis, Jackson, 819 [\(12\)](#).
 Davis, T. S., [397 \(6\)](#).
 Day, Clive, [45](#).
 Day, Mary B., 2087.
 Dayton, Roy, 1322.
 DAYTON, O., public schools, 1068.
 Dayton, Ohio. Bureau of municipal research, 1068.
 DEAF, education, 372, 792-794, 1260-1264, 1301 [\(21\)](#), 1462-1464, 1643-1645, 1653 [\(19\)](#), 1868-1869.
 Dealey, W. L., 1148.
 Dean, A. D., 347, 521, 752 [\(3\)](#), [825 \(4\)](#), 1178.
 Dearborn, G. V. N., 1935.
 Dearle, N. B., 1832.
 Deas, J. A. C., 371.
 DEBATING, interscholastic, 236, 449, 1656 [\(16\)](#).
 DECORATION. See SCHOOLROOM DECORATION.
 DEFECTIVES, 825 [\(7\)](#), 1265-1270, 1646-1647, 2076-2083. See also BLIND; CRIPPLES; DEAF; EXCEPTIONAL CHILDREN; FEEBLE-MINDED.

- Deffenbaugh, W. S., 577 (1), 701 (4), 714, 1073.
 De Gellecke, G. J., 1666 (14).
 DEGREES, 181 (1), 805 (5), 1388.
 DE KALB TOWNSHIP HIGH SCHOOL, ILL., 769.
 De Land, Fred, 1260.
 DELINQUENCY, 161, 797, 814, 1301 (23), 1653 (9), 1798, 1823, 2076-2083.
 Demyen, G. E. J., 736.
 DEMOCRACY AND EDUCATION. *See* EDUCATION AND DEMOCRACY.
 DEMONSTRATION SCHOOLS, 1658 (10), 1988.
 DENMARK, education, 387, 1631, 1879; schoolhouses, 1580. *See also* FOLK HIGH SCHOOLS.
 Denniston, L. N., 811 (3).
 DENOMINATIONAL COLLEGES, 525, 826 (2), 1165, 1471 (8) (9).
 DENOMINATIONAL SCHOOLS. *See* CHURCH SCHOOLS; PAROCHIAL SCHOOLS.
 Dent, Lilian M., 971.
 DENTAL EDUCATION, 783, 1225, 1301 (4), 1472, 2062.
 DENTAL HYGIENE, 721 (20) (21), 119, 1105.
 DEPENDENT CHILDREN, 814, 2080.
 Depp, Nettie B., 1658 (24).
 DESIGNING, 1350, 1665 (4).
 DESTITUTE CHILDREN. *See* DEPENDENT CHILDREN.
 Deutscher ausschuss für technisches schulwesen, 1179.
 Deutscher kongress für jugendbildung und jugendkunde, 1699.
 Dewey, John, 454, 752 (2), 831 (3), 1766 (15), 2044.
 DEWEY, JOHN, 1661 (7).
 Deyoe, A. M., 1656 (2).
 Diamond, Thomas, 1666 (17).
 Dick, Mrs. Fred, 1304 (3).
 Dick, William, 1887 (3).
 Dickey, C. E., 701 (6).
 Dickey, Frances M., 810 (5).
 DICKINSON HIGH SCHOOL, JERSEY CITY, 468.
 Dickson, Marguerite S., 921.
 DIDACTICS. *See* TEACHING.
 DIETETICS, teaching, 1108.
 Dillard, Anna, 1658 (16).
 Dillard, J. H., 1160.
 Dillaway, T. M., 1098.
 Dillon, J. A., 1653 (11).
 Dimmitt, Roy, 820 (4).
 DIPLOMATIC TRAINING, 176 (8).
 DIRECT METHOD. *See* LANGUAGE TEACHING, direct method.
 Directory, educational, 2091.
 DISCIPLINE, 307, 714, 716. *See also* FORMAL DISCIPLINE; SCHOOL MANAGEMENT.
 Dix, E. L., 1658 (9).
 Dixon, S. G., 827 (5).
 Dobbs, Ella V., 1661 (6).
 Dock, George, 1660 (1).
 Dodd, A. E., 752 (14).
 Dodge, R. E., 230.
 Dodson, E. C., 823 (15).
 Dole, N. H., 231.
 D'Olier, Kathleen, 1801.
 Doll, E. A., 567, 2081.
 DOMESTIC SCIENCE, 142, 177 (58), 361-364, 545-547, 752 (12), 777-782, 819 (17), 823 (5), 1215-1217, 1258, 1303 (3), 1450, 1471 (18), 1634 (16), 1656 (10) (12) (14), 1657 (22), 1658 (18), 1665 (10) (11), 1850-1851, 1899 (17), 2058-2060; bibliography, 1293.
 Donnelley, T. E., 811 (5).
 D'Ooge, B. L., 1516.
 Dooley, C. R., 811 (8).
 Dorsey, Mrs. Susan M., 177 (42).
 Doster, J. J., 757, 805 (2).
 Dougherty, N. F., 1628.
 Doughty, W. F., 2001.
 Douglass, H. R., 1797.
 Doumic, René, 1892.
 Dow, A. W., 1766 (15).
 Downes, F. E., 827 (8).
 Doyne, J. J., 661, 700 (7).
 Dragehjelm, Hans, 1631.
 Drake, Durant, 1825.
 Drake, E. H., 2010.
 DRAMA, university, 1312.
 DRAMATICS IN SCHOOL, 1689.
 DRAPER, A. S., 399, 1302 (4) (5).
 Draper, E. G., 92.
 DRAWING, 246, 964, 1295, 1665, 1943.
 Dresslar, F. B., 662, 820 (3), 1301 (19), 1884.
 Dressler, H., 436.
 Driggs, F. M., 1464.
 Drummond, Margaret, 2077.
 Drummond, W. B., 2077.
 Duffy, Frank, 752 (5).
 Dugan, W. G., 701 (8).
 Dugas, L., 831.
 Duggan, M. L., 1971.
 Duggan, S. P., 2068 (8).
 Dumville, Benjamin, 1339.
 Dunbar, Alice M., 808 (6).
 Duncan, C. S., 1725.
 Duncan, M. H., 1180.
 Duncan, R. K., 1181.
 Duniway, C. A., 176 (8), 177 (44).
 Dunn, A. W., 737, 801 (9), 2065.
 Durrell, C. E., 768.
 Dutton, S. T., 106.
 Dyer, F. B., 702.
 Dyer, Helen L., 326.
 Dyer, W. A., 986, 1182, 1213, 1276, 1755.
 Dykema, P. W., 1517, 1936.
 Dynes, J. J., 1093.

E.

- Eakins, Martha, 1660 (8).
 Earhart, Will, 1883.
 Earle, S. C., 1346, 1937.
 Earp, E. L., 987.
 EAST TENNESSEE STATE NORMAL SCHOOL, 986.
 Eastman, W. R., 385.
 Eckles, Isabel L., 254.
 Eckman, S. W., 2 (2).
 ECONOMICS, teaching, 1352, 1739; rural, bibliography, 802 (1).
 ECONOMY OF TIME. *See* CURRICULUM.
 EDGEWORTHS, 1317.
 Edmonds, Mary, 1657 (25).
 Edson, A. W., 1074.
 EDUCATION. *See* CURRENT EDUCATIONAL CONDITIONS; HISTORY OF EDUCATION.
 EDUCATION AND BUSINESS, 5 (4), 365 (4), 811 (2).
 EDUCATION AND CITIZENSHIP. *See* CIVIC EDUCATION.
 EDUCATION AND DEMOCRACY, 177 (9), 827 (16), 1079, 1658 (11).

- EDUCATION AND LIFE. *See* EDUCATION AND SOCIETY.
- EDUCATION AND POLITICS, 291, 1888 (11).
- EDUCATION AND SOCIETY, 5 (6), 821 (2), 824 (1), 823 (10), 825 (2), 1661 (1), 1889 (14).
- EDUCATION AND THE STATE, 824 (5), 1406, 1412.
- EDUCATION AND THE COMMUNITY. *See* COMMUNITY AND SCHOOL.
- EDUCATION AND THE PRESS, 1658 (1).
- EDUCATION EXTENSION, 4 (2), 65, 374-379, 571-573, 680 (4) (6), 778, 798-800, 815 (8), 1271-1281, 1466, 1870-1871, 2084. *See also* UNIVERSITY EXTENSION.
- Educational directory, 2091.
- EDUCATIONAL MEASUREMENTS, 823, 909 (3), 1661 (11), 1714, 1911, 1924.
- EDUCATIONAL PSYCHOLOGY, 26-31, 216-221, 417, 428-432, 605-619, 883-909, 920, 935, 1338-1342, 1494-1505, 1609-1715, 1910-1925.
- EDUCATIONAL RESEARCH, 1790.
- EDUCATIONAL STANDARDS. *See* EDUCATIONAL MEASUREMENTS; STANDARDIZATION.
- EDUCATIONAL SURVEYS. *See* SURVEYS, educational.
- EDUCATIONAL TESTS. *See* MENTAL TESTS.
- EDUCATORS, 1302 (12). *See also* BIOGRAPHY.
- Edwards, C. L., 628.
- Edwards, H. R., 1306 (13).
- Edwards, R. A., 1657 (20).
- EFFICIENCY, 99, 177 (27), 295, 396 (7), 487, 823 (2), 830 (2), 1437, 1656 (1), 1662 (1), 1664 (1), 1666 (8), 1831, 1889, (6) (21), 1904.
- EFFICIENCY TESTS. *See* MENTAL TESTS.
- Effinger-Raymond, Frances, 177 (61).
- Egan, Rose F., 1518.
- Egerton, F. C. C., 861.
- Eggleston, J. D., 1661 (1) (17).
- Ehler, G. W., 734 (1), 738, 1127.
- Eiselmeyer, J., 673.
- ELECTIVE SYSTEM, colleges, 104; elementary schools, 305; high schools, 1395 (6).
- ELEMENTARY EDUCATION, 177 (19) (36), 297, 418, 801 (1), 815 (4), 819 (15), 1306 (3), 1307 (6).
- ELIMINATION, 109, 271, 820 (6), 1093, 1150, 1306 (7). *See also* BACKWARD CHILDREN; RETARDATION.
- Elliot, C. W., 191, 208, 294, 404, 1367, 1457.
- Elliot, T. D., 1821.
- ELKHART, IND., home work, 2010.
- Elliott, E. C., 124, 181 (5), 489, 700 (6), 703, 1306 (5) (17), 1666 (8).
- Elliott, H. S., 132.
- Ellis, D. C., 819 (7).
- Ellwood, C. A., 1075.
- ELMIRA, N. Y., school savings plan, 499.
- Elmslie, R. C., 1417.
- Elting, Howard, 364.
- Emerson, R. H., 398 (1).
- Emerson, E. C., 1183.
- Emerson, Mabel I., 209.
- EMPLOYEES, selection, 811 (2).
- ENERGY, 1309 (9).
- ENGINEERING EDUCATION, 811 (7), 817, 1193; extension, 680 (4)-(6).
- ENGINEERING EXPERIMENT STATIONS, 680 (4).
- ENGLAND, child welfare, 1150-1151; continuation schools, 573; education, 12, 180, 195, 265, 388, 457, 547, 593, 781, 850, 1323, 1327, 1974; military training, 1243; prevocational education, 539; school hygiene, 308, 502; vocational education, 761.
- Engleman, J. O., 1989.
- ENGLISH LANGUAGE, 821 (7), 1532; college requirements, 651; composition, 39, 177 (24) (39), 225, 233, 393 (4), 924-933, 1309 (16), 1527, 1653 (11), 1658 (21), 1717, 1725, 1727, 1735, 1945-1946, 1955; teaching, 177 (8), 437, 647, 801 (6), 808 (6), 826 (12), 827 (27) (38), 1176, 1345-1347, 1349, 1355-1356, 1519, 1528-1529, 1658 (21), 1734, 1736, 1889 (24), 1937, 1967. *See also* LITERATURE; ORAL ENGLISH.
- Epps, Mrs. Claude, 629.
- Estill, H. F., 1664 (13).
- ETHICAL CULTURE SCHOOL, NEW YORK, 406.
- ETHICS, 134, 745-746, 1617-1618, 1886 (1).
- ETIQUETTE, 827 (3).
- Eubank, R. S., 1658 (10).
- Eucken, Rudolf, 862.
- EUCKEN, RUDOLF, 420.
- EUGENICS, 180 (8), 1599.
- EUROPE, education, 1301 (34) (38), 1766 (3); medical education, 1229.
- EUROPEAN WAR AND EDUCATION, 1676-1677, 1680, 1682, 1788, 2031.
- Evans, C. E., 67, 255, 1664 (3).
- Evans, H. F., 1620.
- Evans, H. R., 1301 (25), 1632, 2092.
- Evans, L. B., 819 (3), 1076, 1473 (8).
- Evans, Mary A., 1637.
- EVENING SCHOOLS, 572, 752 (8), 800, 1870, 2072.
- Everall, Amy F., 814 (5).
- Everitt, G. B., 811 (9).
- Ewer, B. C., 681 (7).
- Ewerhardt, F. H., 2026.
- Exall, Henry, 1657 (9).
- EXAMINATIONS, 151, 177 (13), 494, 1080, 1575, 1653 (13), 1664 (15), 1888 (14) (15), 2013. *See also* MENTAL TESTS.
- EXCEPTIONAL CHILDREN, 161-164, 177 (77), 203, 427, 567-570, 605, 619, 796-797, 825 (7), 1265-1270, 1301 (20), 1306 (9). *See also* BACKWARD CHILDREN; DEFECTIVES.
- EXCHANGE TEACHERS. *See* INTERNATIONAL EXCHANGE OF TEACHERS.
- EXHIBITS, rural schools, 964.
- EXPERIMENT STATIONS, engineering, 680 (4).
- EXPERIMENTAL PEDAGOGY, 17, 829 (6), 897, 902.
- EXPERIMENTAL PSYCHOLOGY, 1027.
- EXTENSION, EDUCATION. *See* EDUCATION EXTENSION; UNIVERSITY EXTENSION.
- EYE, diseases, 180 (3), 503, 1111.

F.

- Fairchild, A. H. R., 923, 1938.
- Fairchild, E. T., 177 (1).
- Fairchild, R. W., 1726.
- Fairclough, H. R., 1939.
- Fairfield, Letitia, 1421.
- Faithful, Lillian M., 1519.
- FAR EAST, education, 191, 208.
- Fargo, Lucile F., 177 (76).
- Farls, J. T., 342.
- FARM LIFE. *See* RURAL LIFE.
- Farnsworth, C. H., 1766 (15).
- Farnum, R. B., 964, 988, 1295.
- FARRAGUT SCHOOL, 171.
- Farrell, Elizabeth E., 796, 814 (3), 1267.
- Farrington, F. E., 348, 1218, 1766 (3).
- Farwell, Mrs. Cecilia, 459.

- Farwell, P. T., 68.
 FATIGUE, mental, 617, 891.
 Faughender, M. M., 1657 (10).
 Fauver, Edwin, 739.
 Favrot, L. M., 1886 (2).
 Fay, E. A., 1301 (21).
 Feagin, W. F., 820 (1).
 FEDERAL AID TO MILITARY EDUCATION, 1567.
 FÉDÉRATION FÉMINISTE UNIVERSITAIRE, 309.
 Fee, I. B., 295.
 FEEBLE-MINDED, 1268, 2079, 2081.
 FEEDING OF SCHOOL CHILDREN. *See* CHILDREN, feeding.
 FELDEN SCHOOL, 86.
 Felter, W. L., 1005.
 "FEMINIZATION" OF SCHOOLS, 206, 673, 675.
 Fender, C. W., 1596.
 Ferguson, A. C., 1664 (11).
 Ferguson, Ida M., 1926.
 Ferrell, J. A., 1471 (5), 1539.
 Ferreri, Giulio, 1261, 1644.
 Ferris, W. N., 752 (6).
 Ferry, F. C., 952.
 Fertig, J. W., 819 (2).
 Fess, S. D., 176 (9).
 FICHTE, J. G., 185-188.
 FICTION, 1898; educational value, 1290.
 Field, Jessie, 1471 (14).
 Field, W. S., 752 (17).
 Fields, A. J., 1888 (4).
 Fikenscher, F., 1940.
 FINANCE. *See* SCHOOL FINANCE.
 Finch, W. A., 180 (10).
 Findlay, J. J., 972, 1901.
 Finegan, T. E., 177 (12), 296, 399, 674, 1077, 1302 (3) (6), 1368, 1572, 1888 (1) (6).
 Finkenbinder, E. C., 888.
 Finley, J. H., 192.
 FIRE PREVENTION, 1799.
 Firkins, O. W., 1041.
 Firth, H. W., 701 (13).
 Fischer, Aloys, 522.
 Fischer, M. H., 1559.
 Fish, Susan A., 437.
 Fisher, Dorothy C., 59, 1968.
 Fiske, Annette, 1234.
 Fiske, G. W., 933 (4).
 Fitch, A. P., 1560, 2037.
 FITCHBURG PLAN, 172.
 Fitz Gerald, Cyril, 590.
 Fitzhugh, Thomas, 438.
 Fitzpatrick, Alfred, 591.
 Fitzpatrick, E. A., 989, 1561.
 Fitzpatrick, F. A., 1476.
 Fleming, Ada M., 663.
 Fletcher, J. M., 889.
 Flexner, Bernard, 1613.
 Flexner, Elsie, 1657 (22).
 FLORENCE, ITALY, aid to school children, 1465.
 FLORIDA, education, 393 (1).
 Florida educational association, 393.
 Flower, B. O., 1251.
 Flower, W. P., Jr., 1941.
 Foerster, F. W., 121, 1239, 2038.
 FOERSTER, F. W., 1484.
 Förster, Paul, 1482 (IV).
 Foght, H. W., 387, 990, 1306 (6) (21), 1633, 1879.
 FOLK HIGH SCHOOLS, 578, 1482 (V), 1631-1633, 2084.
 Folkestad, Svein, 1577.
 Fontaine, Jennie M., 550.
 Fontaine, Mary B., 1347.
 Fontègne, Julien, 374-375, 1184.
 Foos, C. S., 1833.
 Forsaker, F. A., 1942.
 Forbush, W. B., 1145.
 Ford, G. S., 803 (3), 1283.
 Fordham, H. G., 991.
 FOREIGN LABORERS, education, 591.
 FOREIGN POPULATION. *See* IMMIGRANTS.
 Foresman, Robert, 823 (16).
 FORESTRY, 819 (7).
 FORMAL DISCIPLINE, 1302 (8), 1491.
 Forsberg, A. O., 1306 (15).
 Foster, H. D., 630.
 Foster, N. K., 117.
 Foster, W. T., 727, 1119.
 Fox, F. G., 274, 826 (3).
 Fox, Maude, 1889 (18).
 Frailey, L. E., 612.
 FRANCE, athletics, 589; continuation schools, 1277; education, 20, 340, 589, 707, 810 (6), 839, 854, 1052, 1197, 1232, 1301 (35), 1377, 1610.
 Francia, Gabriela, 1700.
 Francis W. Parker school, Chicago, 1506.
 Fraser, Kate, 2079.
 FRATERNITIES, college, 681 (4), 1060, 1570; high school, 464.
 Frayser, Mary E., 1471 (1).
 Frayser, Nannie L., 133.
 Frazer, N. L., 930, 1727.
 Frazier, F. B., 819 (19).
 Frederick, J. C., 1657 (15).
 FREE LECTURES, 1279.
 FREEDOM OF TEACHING. *See* ACADEMIC FREEDOM.
 Fremantle, F. E., 1340.
 French, Kathryn M., 1889 (13).
 French, O. E., 1656 (9).
 French, R. L., 1657 (11).
 French, T. E., 817 (4).
 FRENCH LANGUAGE, teaching, 1353, 1511.
 FRESNO HIGH SCHOOL, 1011.
 FRESNO OPEN-AIR SCHOOL, 1099.
 Freudenberger, Norman, 824 (9).
 Friedlaender, Israel, 1301 (16).
 Friend, L. L., 578, 664.
 FROEBEL, F. W. A., 763, 829 (5), 834, 1670, 1916.
 Frost, W. G., 1471 (15), 1658 (2).
 Froula, V. K., 1826.
 Fürle, Friedrich, 1701.
 Fürst, Moritz, 2020.
 Fuess, C. M., 266.
 Fullan, M. T., 1427.
 Fuller, A. C., Jr., 743, 1656 (5), 2002.
 Fuller, R. J., 140.
 Fulton, M. G., 1786.
 Fulton, R. I., 631.

G.

- Gaines, I. J., 821 (7).
 Gale, Zona, 1252.
 Galloway, B. T., 802 (5), 1304 (10).
 Galloway, Lee, 811 (10).
 Galloway, T. W., 177 (63), 1809.
 Galpin, C. J., 1972 (1).

- GAMES, 250. *See also* PLAY; RECREATION.
- Gandler, A., 1134.
- GARDENS, home, 774. *See also* SCHOOL GARDENS.
- Gardner, J. H., 1787.
- Gardner, Catharine, 1656 (13).
- Garrette, M. W., 701 (12).
- GARY, IND., public schools, 197, 596, 844, 1204, 1296, 1666 (11), 1871.
- Gasquet, A., 1277.
- Gathany, J. M., 808 (4), 1344.
- Gearhart, May, 177 (56).
- Gehrkins, K. W., 810 (3), 1311 (6).
- Geiger, F. P., 1311 (13).
- GEOGRAPHY, 40, 230, 243, 247, 645, 700 (2), 949-951, 1743. *See also* PHYSIOGRAPHY.
- GEOMETRY, 644.
- GEORGIA, education, 1473 (1); school-book question, 491.
- Georgia. University. Peabody school of education, 1135.
- Gerend, M. M., 1653 (18).
- Gerhard, E. S., 46.
- GERMAN LANGUAGE, college entrance requirements, 1520; teaching, 46, 945, 1353, 1521, 1658 (22) (23).
- GERMAN SCHOOLS, 598.
- GERMAN SOUTH AMERICAN INSTITUTE, 102.
- GERMANY, business education, 1218, 1452; colonies, education, 1461; continuation schools, 374, 375, 571, 573, 1272, 1274; compulsory education, 577 (III); education, 416, 845, 847, 854, 1301, (36), 1483, 1484; higher education, 100, 280, 1039, 1788; industrial education, 169, 1179, 1197; medical education, 1227; school hygiene, 1104, 1114-1115; secondary education, 1307 (8). *See also* PRUSSIA.
- GERMANY. IMPERIAL SCHOOL COMMISSION, 411.
- Gerson, Oscar, 863.
- Gerwig, G. W., 1834, 1887 (5).
- Gibson, J. A., 701 (3).
- GIFTED CHILDREN. *See* EXCEPTIONAL CHILDREN; PRECOCITY.
- Gilbert, I. B., 572.
- Gilbreath, S. G., 986.
- Giles, F. M., 769, 1374.
- Gill, Laura D., 818 (3), 1253.
- Gill, W. L., 110-111.
- Gillet, M. S., 1615.
- Gillette, J. M., 47, 826 (5).
- Gilllin, J. L., 1128.
- Gilman, B. I., 1301 (12).
- Gilmour, A., 1105.
- GIRARD COLLEGE, 691.
- GLRS, 177 (42), 814 (5), 1637-1638, 2083. *See also* WOMAN.
- GLRS' CLUBS, 545. *See also* AGRICULTURAL CLUBS.
- GIRTON COLLEGE, 98.
- Glade, E. J., 1309 (5).
- Glenn, C. B., 819 (24).
- Glenn, E. R., 1728.
- Glynn, F. L., 177 (72), 1885.
- Goddard, H. C., 1042.
- Goddard, H. H., 1647, 1702.
- GODDARD, H. H., 2082.
- Godin, Paul, 613.
- Götze, G., 1348.
- Goff, C. R., 1889 (22).
- Goggin, D. J., 819 (8).
- Goldmark, Pauline, 2083.
- Goldsborough, P. L., 395 (1).
- Goldwasser, I. E., 305.
- Goodell, T. D., 1766 (10).
- Goodhue, Stoddard, 503.
- Goodwin, F. P., 543.
- Gordon, Hannah R., 1311 (12).
- Gordy, U. L., 397 (6).
- Gottlieb, Ruth A., 1438.
- GRADING, 5 (2), 283, 496, 670, 717, 817 (6), 823 (14), 2013. *See also* MARKING; PROMOTION OF PUPILS.
- GRADUATE STUDY, 95, 684, 803 (1).
- GRAFTON HIGH SCHOOL, 546.
- Graham, J. W., 439.
- GRAMMAR. *See* ENGLISH LANGUAGE, composition.
- GRAMMATICAL NOMENCLATURE, 1719.
- GRAND RAPIDS, evening schools, 572.
- Grant, Cecil, 155, 653.
- Grant, Emma B., 394 (5).
- Grant, R. H., 811 (1).
- Grasset, —, 551.
- Graue, —, 1481.
- Graves, F. P., 7, 397 (8), 973.
- Graves, J. W., 333.
- Graves, W. W., 1853.
- Gray, H. B., 911, 944, 1242.
- Gray, Grace V., 1216.
- Gray, J. H., 1439.
- Gray, M. D., 632.
- Gray, Mary R., 515.
- Gray, S. D., 395 (8).
- Gray, W. Lou, 1471 (11) (21).
- GREAT BRITAIN, continuation schools, 346; education, 1301 (32); naval training, 1242. *See also* ENGLAND.
- Great Britain. Board of education, 1204; Office of special inquiries and reports, 107.
- GREECE, vocational education, history, 1843.
- GREEK EDUCATION, 20.
- GREEK LANGUAGE, study, Princeton, 450; teaching, 438, 944, 1965.
- Greeley, Horace, 1585.
- Green, C. C., 701 (2).
- Green, C. R., 1106.
- Green, R. P., 819 (6).
- Greenstone, J. H., 1477.
- Greenwood, Arthur, 118.
- Greenwood, Barbara, 177 (31).
- Greenwood, J. M., 297, 517, 741, 815 (5), 1205, 1315.
- GREENWOOD, J. M., 1313, 1476.
- Gregory, J. W., 621.
- GRENOBLE. UNIVERSITY, 482.
- Gribble, Francis, 93.
- Grice, Mary V., 1363.
- Griffin, J. T., 1773.
- Griffiths, E. H., 1043.
- Grimsehl, E., 232.
- Grinstead, W. J., 728.
- Griswold, Caroline M., 5 (3).
- Groff, G. W., 773.
- Grosvenor, E. A., 477.
- Groszmann, M. P. E., 177 (77), 974.
- GROWTH, 1294.
- Gruenberg, B. C., 770, 1078, 1447, 1774.
- Grummann, P. H., 177 (45).
- GRUNDTVIG, N. K. S., 1631, 2084.
- Grupe, Mary A., 715.
- Guardia, J. E., 1418.

Guérard, A. L., 1996.
 Guild, T. H., 48.
 Gulliver, Julia H., 394 (4).
 Gunter, Luco, 1972 (5).
 Guthrie, B. L., 890.
 Guy, J. R., 819 (11).
 Guyer, M. F., 448.
 GUYMON, OKL., playgrounds, 1817.
 Guysl, Alice V., 1943.
 Gwinn, J. M., 396 (1), 819 (5).
 GYMNASTICS. *See* PHYSICAL EDUCATION.

H.

Haaren, J. H., 1445 (2).
 Hadley, A. T., 478, 681 (2), 1053.
 HADLEY, A. T., 1046.
 Hadley, Clara, 823 (12).
 Hagarty, A. M., 1136.
 Hagenbrinck-Weissenfels, Dr., 786.
 Hahn, C. W., 122.
 Hahn, H. H., 429.
 Hailmann, W. N., 1835.
 Hall, A. J., 1161.
 Hall, G. S., 216, 935, 1044, 1789, 2023.
 HALL, G. S., 584.
 HALL, H. J., 1646.
 Hall, J. O., 592.
 Hall, Mary E., 1206, 2090.
 Hall, Mildred, 1703.
 Hall, O. E., 62.
 Hall, W. P., 633.
 Hall, W. S., 2024.
 Hall-Quest, A. L., 2011.
 Halleck, R. P., 1658 (21).
 Halleck, Mrs. R. P., 1658 (7).
 Hallock, Constance M., 827 (24).
 Hamilton, F. R., 1977.
 HAMPTON INSTITUTE, 1259.
 HAMPTONSHIRE EXPERIMENT, 457.
 Hanckel, M. S., 1137.
 Hancock, Elizabeth H., 559.
 Hand, W. H., 577 (IV).
 Handschin, C. H., 936.
 HANDWRITING, measurement, 908.
 Haney, J. P., 1278.
 Hanifan, L. J., 1756.
 Hanmer, L. F., 177 (4), 2028.
 Hanna, G. W., 826 (7).
 Hanus, P. H., 177 (20), 181 (7).
 Hard, H. M., 552.
 Hardy, I. M., 1661 (8).
 Harkness, Mary L., 560.
 Harlscher, E. H., 349.
 Harlan, C. L., 1990.
 Harley, T. D., 466.
 Harnack, Adolph von, 1680.
 Harper, W. A., 210.
 Harrington, T. F., 2061.
 Harris, Ethel L., 1661 (15).
 Harris, J. L., 1661 (13).
 Harris, R. C., 1006.
 Harrison, Elizabeth, 1882.
 Hart, I. H., 1656 (8).
 Hart, J. K., 94.
 Hart, W. R., 256.
 Hart, W. W., 392 (5).
 Hartog, Marcus, 1045.
 Hartshorn, H. E., 1349.
 Hartwell, E. C., 162.
 Hartwell, S. O., 752 (18).
 HARVARD UNIVERSITY, 103, 286, 479, 548, 689, 1051, 1392, 1566, 1787, 2037.
 HARVARD-NEWTON COMPOSITION SCALES, 233.
 Harvey, Jack, 309.
 Harvey, L. D., 1306 (7), (19), 1350, 1665 (4).
 Harvey, Marie, 398 (3).
 Harvey, P. C., 1351.
 Hassler, Harriot E., 166.
 Hasty, P. S., 1836, 2046.
 Hauck, P., 185.
 HAWAII. HILO BOARDING SCHOOL, 1241.
 Hawes, J. A., 1997.
 Hawkins, L. S., 1209.
 Hawkins, Wilson, 1311 (3).
 Hay, Ian, 1007.
 Haycock, G. S., 372.
 Hayes, Carlton, 807 (1).
 Hayes, D. W., 69, 177 (51).
 Hayes, E. C., 1902.
 Haynes, John, 1352.
 Haythornthwaite, J. P., 686.
 Haywood, Harry, 1659 (4).
 Hazard, Paul, 839.
 HEALTH. *See* HYGIENE.
 HEATING, 114, 1606 (13).
 Heaton, J. W., 1889 (14).
 Hebdon, Edwin, 298.
 Heck, W. H., 310, 891.
 Hedger, Caroline, 721 (8).
 Heeter, S. L., 177 (22).
 HEIDELBERG. UNIVERSITY, 284.
 Helen Angela, Sister, 1653 (16).
 HELIOTHERAPY, 721 (22).
 Helles, F. B. R., 480.
 Heller, Harriet H., 1145.
 Heller, Otto, 1389.
 Helms, N. M., 1969.
 Henderson, C. H., 864.
 Henderson, F. C., 811 (2).
 Henderson, J. L., 805 (1).
 Henderson, W. H., 141, 771, 1242, 1665 (7).
 Hendley, Flora L., 1507.
 Hendrick, B. J., 1046.
 Heniger, A. M. H., 526.
 Henke, Flora E., 1665 (10).
 Henmon, V. A. C., 306.
 Henneberg, H., 724.
 Henry, Brother, 1653 (9).
 Herbert, Clara W., 1872.
 HEREDITY, 742, 1600, 1666 (1).
 Hermann, Ernst, 327.
 Herron, S. F., 282.
 Hervey, W. A., 1353.
 Herzberg, M. J., 380.
 Hess, W. L., 704.
 Hesser, Ernest, 1729.
 Hessler, Robert, 1586.
 Hetherington, C. W., 1602, 1606, 1766 (19).
 Heuser, F. J. W., 1520.
 Hewitt, Florence H., 675.
 Hiatt, J. S., 397 (1), 1207.
 Hibbard, H. W., 817 (5).
 Hibben, J. G., 95, 684, 803 (1), 804 (2), 1440.
 Hicks, F. G., 2068 (3).

- Hicks, W. E., 1466, 1665 (12).
- HIGH SCHOOL AND COLLEGE, 177 (41), 180 (2), 264, 683, 804, 1017, 1656 (15), 1658 (14); bibliography, 1878.
- HIGH SCHOOL AND ELEMENTARY SCHOOL, 931, 1408. *See also* SIX-AND-SIX PLAN.
- HIGH SCHOOLS, 70, 76-79, 177 (3) (9), 178, 263-264, 268-269, 271-273, 396 (2), 462-469, 669-672, 823 (10), 827 (21)-(28), 1000-1017, 1302 (1) (2), 1372-1373, 1375, 1545-1546, 1657 (8) (19), 1662 (2), 1764-1769, 1975-1982; cosmopolitan, 177 (38); rural, 664, 667, 669, 1658 (9). *See also* JUNIOR HIGH SCHOOLS; SECONDARY EDUCATION; SIX-AND-SIX PLAN.
- HIGHER EDUCATION, 88-105, 177 (43)-(46), 180 (7), 277-290, 475-487, 680-699, 701 (12), 817 (11) (12), 1033-1067, 1301 (2), 1385-1402, 1557-1570, 1782, 1993-1998.
- HIGHER EDUCATION AND BUSINESS, 92, 365 (4)-(6).
- Highsmith, J. H., 1471 (8).
- Hildebrand, F. P., 350.
- Hill, D. H., 1848.
- Hill, D. S., 1497, 1704, 2080.
- HILL, J. J., 403.
- Hill, Mabel, 2066.
- Hill, Patty S., 175 (2), 454.
- Hillegas, M. B., 181 (8), 829 (6) (8).
- HILLEGAS SCALE, 1913.
- Hiller, August, 1887 (1).
- Hilles, C. D., 797.
- HILO BOARDING SCHOOL, HAWAII, 1241.
- Himmelick, R. W., 1665 (6).
- Hines, L. N., 351.
- Hinkle, E. C., 27.
- Hinsdale, Mary B., 787.
- Hinton, R. T., 1658 (20).
- Hippensteel, H. S., 1380.
- Hirschlaft, Leo, 1706.
- HISTORY, college entrance requirements, 808 (3); teaching, 5 (5), 45, 54, 235, 440, 445, 447, 630, 907, 808 (4) (5), 824 (13), 827 (25) (26), 947, 1357, 1360, 1523, 1530, 1657 (26), 1722, 1733, 1742, 1747, 1930, 1940, 1949, 1953-1954, 1959, 2088-2089.
- HISTORY OF EDUCATION, 7-8, 183-184, 400, 581-584, 869, 1312-1319, 1476-1479, 1667-1673, 1890.
- Hoag, E. B., 1107.
- Hodge, G. B., 1301 (26).
- Hodges, T. E., 176 (2).
- Hodges, W. T., 1880.
- Hodgson, Elizabeth, 1551, 1903.
- Hodgson, Geraldine, E. 832.
- Hodgson, Norman, 155.
- Höfder, Alois, 234.
- Hoffman, Adam, 1653 (4).
- Hoffman, U. J., 992.
- Holden, P. G., 177 (57).
- Holgate, T. F., 1662 (7).
- Holland, C. J., 1653 (10).
- Holland, E. O., 177 (35) (69), 823 (10), 1658 (6).
- Holley, C. E., 465.
- Hollingworth, Leta S., 156.
- Hollister, H. A., 1079.
- HOLLY, COLO., domestic science plan, 779.
- Holmes, C. R., 553, 1223 (4).
- Holmes, C. W., 499.
- Holmes, H. W., 654, 829 (4).
- Holmes, I. W., 821 (9).
- Holt, Elizabeth G., 1471 (18).
- Holt, L. E., 1149.
- Holzwarth, Charles, 1521, 1944.
- HOME AND SCHOOL, 5 (3), 71, 395 (3), 520, 1134, 1140, 1143, 1304 (2), 1430, 1659 (5). *See also* COMMUNITY AND SCHOOL; PARENT-TEACHER ASSOCIATIONS; SOCIAL ASPECTS OF EDUCATION.
- HOME ECONOMICS. *See* DOMESTIC SCIENCE.
- HOME EDUCATION, 128, 867-868.
- HOME WORK, 112, 827 (22), 1574, 2010; school credit, 177 (17), 782, 819 (24), 822 (2), 1515, 1746.
- HONESTY, training in, 1304 (9).
- HONOR SYSTEM, 827 (18), 1041.
- Hood, Mary G., 729.
- Hood, W. R., 389.
- HOOKWORM DISEASE, 1539.
- Hoopes, L. L., 1812.
- "HOPKINS" REPORT, 647.
- Horn, P. W., 177 (11), 1552.
- Horne, C. F., 1279.
- Horner, H. H., 1080, 1302 (4), 1888 (14).
- Hosic, J. F., 177 (8) (39) (73), 801 (6), 1945.
- Hoskinson, J. H., 1657 (17).
- Hosmer, Millicent, 1129, 1813.
- Hossann, K., 440.
- Hostettler, C. E., 823 (6).
- Hotchkiss, H. V., 490.
- House, Kate C., 1323.
- Howard, L. Pearl, 873.
- Howe, F. C., 912.
- Howe, O. H., 15.
- Howe, S. B., 808 (5).
- Howe, S. E., 1828.
- Howell, H. B., 1522.
- Howland, Sarah M., 193, 406.
- Hubbard, J. M., 840.
- Huddleston, T. F. C., 1243.
- Hughes, C. E., 1790.
- Hughes, H. F., 1099.
- Hughes, M. B., 811 (4).
- Hughes, R. C., 809 (3), 1162.
- Hughes, R. M., 176 (3), 1663 (1).
- Hull, W. R., 352.
- HUMANISTIC EDUCATION. *See* LIBERAL EDUCATION.
- HUMANISTS, 1673.
- HUMBOLDT, WILHELM VON, 786.
- Hume, A. N., 1889 (19).
- Hummel, W. G., 665, 775, 2056.
- Humphrey, Frederick, 1169.
- Humphreys, A. C., 817 (11).
- Humphries, Florence Y., 671.
- Hunt, Caroline L., 1108.
- Hunter, J. R., 830 (3).
- Hurlbert, Dorothy, 1327.
- Hurl, Estelle M., 985.
- Huse, R. H., 747.
- Hutchins, H. B., 1254.
- Hutchinson, J. H., 705.
- Hutchinson, Woods, 1666 (1).
- Hutt, C. W., 2018.
- Hyatt, Edward, 177 (71).
- Hyde, A. L., 283, 817 (6).
- Hyde, G. M., 1219.
- Hyde, W. D., 681 (4).
- HYGIENE, 721, 1666 (5); industrial, 1309 (17), 2048, 2051; mental, 116, 886; oral, 1595; public, 1311 (11), 1471 (6); teaching, 433, 514, 622, 625, 1101, 1106-1107, 1301 (19), 1585, 1855, 1947. *See also* SCHOOL HYGIENE.
- Hylla, E., 157.

I.

- Ibanez de Ibero, C., 841.
 IDAHO, education, 842.
 Idaho. State board of education, 842.
 Ilbert, Sir Courtney, 376.
 ILLINOIS, consolidation of schools, 992.
 Illinois manufacturers' association, 365 (3).
 Illinois music teachers' association, 822, 1654.
 ILLINOIS SCHOOL SURVEY, 1185.
 ILLINOIS SPELLING CONTEST, 244.
 Illinois state teachers' association, 394.
 Illinois. University, 365.
 IMAGINATION, 687, 898.
 IMMIGRANTS, education, 170, 595, 1138; tests, 430, 1894.
 IMMIGRANT CHILDREN, education, 701 (10), 721 (13), 1311 (9).
 IMPERIAL COLLEGE OF SCIENCE AND TECHNOLOGY, LONDON, 759.
 INDIA, higher education, 277; medical inspection, 1584.
 INDIANA, school law, 173; teachers, 1990; vocational education, 752 (5), 1657 (24).
 Indiana state teachers' association, 823.
 INDIANS, education, 333, 1865-1866.
 INDIVIDUAL INSTRUCTION, 178 (2), 1509.
 INDUSTRIAL EDUCATION, 169, 172, 177 (72), 258, 397 (1), 530-532, 536, 538, 541, 801 (10), 811-812, 814 (1), 817 (3), 827 (10) (11), 829 (1), 1170, 1174, 1177, 1179, 1182, 1195, 1197, 1306 (2) (20), 1311 (10), 1657 (18), 1885. *See also* MANUAL TRAINING; PROFESSIONAL EDUCATION; TECHNICAL EDUCATION; VOCATIONAL EDUCATION.
 INDUSTRIAL FELLOWSHIPS, 1830.
 INDUSTRIAL SCHOOLS, 570.
 INDUSTRIAL SERVICE MOVEMENT, 538.
 INFANT MORTALITY, 721 (19), 1149.
 INSTINCT, 219.
 INSTITUTES, teachers'. *See* TEACHERS' INSTITUTES.
 INTERCOLLEGIATE ATHLETICS, 1127, 1604.
 INTEREST, 885, 1661 (7).
 INTERLAKEN SCHOOL, LAPORTE, IND., 2041.
 International commission on the teaching of mathematics, 953.
 INTERNATIONAL CONCILIATION. *See* PEACE.
 International congress on school hygiene, 726, 829 (7), 1100, 2019.
 International congress of students, 1655.
 International congress on hygiene and demography, 721.
 International congress on the welfare of the child, 1304.
 INTERNATIONAL EXCHANGE OF TEACHERS, 10, 1387, 1662.
 International kindergarten union, 175; Committee on hygiene, 1750.
 INTERNATIONAL PEACE. *See* PEACE.
 International Sunday-school association, 2039.
 IOWA, education, 1656 (2); high school graduates, 268; tuition charges, 711, 1656 (6).
 Iowa state teachers' association, 1656; Committee on vocational education and vocational guidance, 1837.
 Ireland, J. W., 1657 (7).
 IRELAND, education, 1301 (32).
 Israel, Henry, 527, 993.
 ITALY, education, 9, 1390, 1610.

J.

- Jackson, Cyril, 593.
 Jackson, E. J. W., 1150.
 Jackson, J. A., 1311 (10).
 Jackson, J. P., 680 (1), 827 (4).
 Jackson, L. F., 1523.
 Jacoby, G. W., 892, 1912.
 Jacoby, Günther, 1047.
 Jaffe, Lisa, 249, 655.
 Jahrbuch der königlichen preussischen auskunftsstelle für schulwesen, 1482.
 James, E. J., 176 (1), 365 (1) (6), 481, 687.
 James, G. F., 181 (6), 823 (2).
 James, Mary E., 788.
 JAPAN, education of woman, 1250.
 Jastrow, Hedwig, 81.
 Jeffrey, G. R., 893.
 Jenkins, Anna I., 177 (64).
 Jenkins, Elizabeth, 394 (5).
 Jenkins, Frances, 177 (34), 470.
 Jenks, A. E., 843.
 Jenks, F. B., 829 (2), 1301 (9).
 Jenks, J. W., 2067, 2069 (7).
 JERSEY CITY. WILLIAM L. DICKINSON HIGH SCHOOL, 468.
 Jessup, W. A., 177 (37), 178 (3), 299, 954, 1382, 1656 (4) (7), 1730.
 Jevons, H. Winefrid, 1204.
 Jewett, F. G., 1600.
 JEWS, education, 1301 (16), 1477.
 Johns, Anna M., 1657 (23).
 JOHNS HOPKINS UNIVERSITY. DEPT. OF ENGINEERING, 1659 (2).
 Johnson, C. D., 819 (25).
 Johnson, D. B., 819 (10).
 Johnson, F. W., 134, 827 (23), 1094, 1616.
 Johnson, Harriet M., 844.
 Johnson, J. F., 1301 (10).
 Johnson, J. H., 1766 (17).
 Johnson, W. F., 1888 (12).
 Johnson, W. T., 1508.
 Johnston, C. H., 417, 1008, 1185, 1301 (24), 1309 (7), 1408, 1764-1765.
 Johnston, J. B., 96.
 Johnston, Ruth M., 1888 (15).
 Johnston, W. D., 167, 803 (2), 2088.
 Joly, Henri, 1390.
 Jonas, Mrs. A. E., 1658 (18).
 Jones, A. L., 97, 1391.
 Jones, E. E. Constance, 98.
 Jones, L. M., 701 (9).
 Jones, T. J., 177 (9).
 Jones, T. L., 1666 (7).
 Jones, W. F., 1889 (25).
 Jordan, Caryl, 740, 1130.
 JORDAN, D. S., 582, 1608.
 Jordan, H. W., 1302 (10).
 Josselyn, H. W., 1978.
 JOURNALISM, high school, 36, 49, 1351; teaching, 1235-1236.
 Joyce, Darrell, 1311 (2).
 Joyner, J. Y., 1309 (1), 1661 (16).
 Judd, C. H., 177 (14) (19), 614, 816 (2), 845, 1009, 1301 (5), 1324, 1979, 2094.
 Julian, Brother, 1653 (5), 1731.
 JUNIOR CIVIC LEAGUES, 1664 (10).
 JUNIOR COLLEGES, 821 (3), 1011.

JUNIOR HIGH SCHOOLS, 469. *See also* SEVEN-YEAR
ELEMENTARY SCHOOL; SIX-AND-SIX PLAN.
JUVENILE COURTS, 1613, 1821.
JUVENILE DELINQUENCY. *See* DELINQUENCY.

K.

Kahn, Joseph, 1852.
KALLIKAK FAMILY, 2082.
Kammradt, F., 196.
Kandel, I. L., 388.
KANSAS, education, 592.
KANSAS CITY, high-school libraries, 1469 (4).
KANSAS. STATE NORMAL SCHOOL, EMPORIA, 415.
Kayfetz, Isidore, 1913.
Keene, C. H., 114, 1309 (14).
Keidel, Heinrich, 1562.
Keith, J. A. H., 865, 1666 (16).
Keller, P. G. W., 507.
Keller, R. A., 284.
Kellor, Frances A., 1138.
Kelly, D. J., 1302 (8).
Kelly, F. J., 2012.
Kelly, Pearl W., 1471 (20).
Kelly, R. L., 809 (1).
Kelsey, F. W., 441.
Keltie, J. S., 950.
Kemp, W. W., 400.
Kemper, E. H., 823 (13).
Kernsies, F., 622.
Kendall, C. N., 700 (2), 825 (1).
Kennedy, John, 1509.
Kennedy, Joseph, 471, 826 (1) (4).
Kennedy, R. M., 1284, 1471 (19).
Kennigott, A., 938.
Kent, C. F., 135.
Kentucky educational association, 1657-1658.
KENTUCKY. SCHOOL IMPROVEMENT LEAGUE, 461.
Keogh, Sir Alfred, 759.
Keppel, F. P., 688.
Kerr, John, 8.
Kerr, W. J., 680 (2).
Kerschensteiner, Georg, 831 (2), 1240, 1483, 1490.
Kesseler, Kurt, 472.
Key, Ellen, 1614.
Keyes, Helen J., 994.
Keyser, C. J., 955.
Kiernan, Frank, 1857.
Kilpatrick, V. E., 1214.
Kilpatrick, W. H., 975, 1661 (3) (7).
Kimball, Grace N., 721 (4).
Kimes, F. M., 353, 533, 1775.
Kincannon, A. A., 176 (6).
KINDERGARTEN, 57-61, 175 (2) (3), 177 (30)-(33) (35),
451, 454-455, 579, 654, 656, 827 (14), 970-979, 1301 (7),
1306 (3), 1307 (2), 1363-1365, 1473 (7), 1535, 1666 (15)
(16), 1748-1751, 1881-1882.
KINEMATOGRAPH. *See* MOVING PICTURES.
King, Irving, 217, 518, 1010.
King, Roberts, 1298.
Kingsford, Leslie, 2021.
Kingsley, C. D., 177 (3), 804 (4).
Kingsley, Maud E., 1946.
Kinkad, R. G., 1311 (11).
Kinley, David, 365 (5).
Kinnaman, A. J., 1657 (4).
Kirby, Margaret D., 1889 (17).

Kirk, E. C., 1301 (4), 2062.
Kirk, J. R., 396 (4), 1139.
Kirk, Sir John, 1151.
Kirk, W. T., 70, 1540.
Kirkland, J. H., 182 (4), 1048.
Kirkpatrick, E. A., 1304 (4), 1498.
Kiroul, Paul, 16.
Kirsch, F. M., 528.
Kitchin, W. C., 823 (4).
Kitchin, W. P. H., 1890.
KITECRAFT, 1442.
Kittson, E. C., 235.
Klapper, Paul, 866, 1524, 1904.
Klein, J. J., 1852.
Klemme, E. J., 730.
Kling, A. B., 1623.
Kloss, Erich, 1947.
Klyuzhev, Ivan, 846.
Knapp, Bradford, 819 (4).
Knauer, Alwin, 1227.
Knell, L. J., 544, 1302 (9).
Knight, E. W., 1669.
Knight, Holford, 1049.
Knopf, S. A., 721 (3) (21).
Knox, C. W., 700.
Knox, H. A., 430.
Koch, T. W., 1285, 1649.
Körner, K., 436.
Kohnky, Emma, 119.
Kohs, S. C., 28, 894.
Kolbe, P. R., 1663 (2), 2068 (10).
KRAEPLIN'S TEST, 893.
Kramer, Mary E., 1541.
Krapp, G. P., 1766 (9).
Krauel, H., 1563.
Kruse, P. J., 1870.
Kühne, A., 359.
Kuehner, Q. A., 307.
Kühnert, Herbert, 634, 1050.
Kuhlmann, F., 1268, 1914.
Kumara Sarkar, Vinaya-, 215.
Kunkle, Stewart, 407.
Kuno, Mrs. Emma E., 1499.
Kurtzworth, H. M., 49.

L.

LABORATORIES, 381.
Lagerstedt, N. G. W., 1301 (33).
LAFAYETTE COLLEGE, 287.
Laird, Sinclair, 17.
Lake, E. J., 1665 (5).
Lake Mohonk conference of friends of the Indian
and other dependent peoples, 2.
Lake Placid conference on international arbitration,
1305.
LAMBRUSCHINI, RAFFAELLO, 1316.
Lamon, H. M., 1210.
Land-grant college engineering association, 680.
LAND-GRANT COLLEGES, 176 (6), 177 (46), 680, 802.
Lane, A. W., 828 (5).
Lane, C. H., 1301 (9).
Lane, W. D., 408, 1186.
Lang, Ossian, 519.
Langstaff, J. B., 689.
LANGUAGE, use at home, 304, 498.
LANGUAGE STUDY. *See* ENGLISH LANGUAGE.

- LANGUAGE TEACHING, direct method, 37, 824 (10), 940-941, 1308 (1), 1664 (12).
- LANGUAGES, ancient, 231, 942-946; modern, 56, 240, 626, 934-941, 1308 (2) (3), 1358-1359, 1526, 1721, 1944, 1966. *See also under name of language.*
- LANIER, H. W., 1928.
- LANIER, Mary J., 951.
- I.A. PLATA. UNIVERSITY, 1994.
- LARAMY, R. F., 397 (5).
- I.A. SALLE-PERU TOWNSHIP HIGH SCHOOL, ILL., 1609.
- LASELLE, Mary A., 1187.
- LASHER, G. S., 1948.
- LATHAM, R. H., 1661 (9).
- LATIN-AMERICAN STATES, education, 1036, 1301 (31).
- LATIN LANGUAGE, college entrance requirements, 1516; teaching, 37, 632, 638, 821 (7), 824 (9), 943, 945-946, 1220, 1475 (3), 1512, 1521, 1531, 1657 (20), 1658 (22) (23), 1744, 1939.
- LAW, study, 152, 366, 1856, 2064. *See also LEGISLATION.*
- LAWRANCE, Marion, 1163.
- LAWRENCE, C. G., 1889 (2).
- LAWRENCE, William, 2040.
- LEARNED, W. S., 1553.
- LEATHES, Mrs. J. B., 211.
- LEATHES, S. M., 599.
- LEAVITT, F. M., 752 (10), 813 (1), 1838, 2097.
- LEAVITT, F. M., 2045.
- LECTURES, free, 1279.
- LEDLIE, J. C., 366.
- LEE, F. S., 2063.
- LEE, I. L., 817 (3).
- LEE, J. M., 1236.
- LEE, Jennette, 1255, 1458.
- LEE, Joseph, 177 (15), 512.
- LEE, R. E., 1757.
- LEFT-HANDEDNESS, 896, 1922.
- LEGAL EDUCATION. *See* LAW, study.
- LEGGE, J. G., 1441.
- LEGISLATION, UNITED STATES, 353, 389, 577 (1), 1088, 1301 (43). *See also under name of state or country.*
- LEGOUIS, Emile, 1051.
- LEIPER, M. A., 819 (18).
- LENNES, N. J., 956.
- LENTZ, E. Maria, 827 (25).
- LE ROY, Georges, 328.
- LE SEUR, B. M., 827 (9).
- LESTER, H. A., 343.
- LETTER WRITING, teaching, 928.
- LEUPP, Constance D., 1109.
- LEVI, Maria, 913.
- LEWINSKI-CORWIN, E. H., 1110.
- LEWIS, C. D., 1657 (1).
- LEWIS, E. D., 1766 (5).
- LEWIS, E. E., 1845.
- LEWIS, H. T., 1542.
- LEWIS, H. W., 409.
- LEWIS, S. R., 1666 (13).
- LEWIS, W. D., 1375.
- LEWIS, W. O., 824 (12).
- LIBERAL EDUCATION, 15, 138-139, 239, 396 (6), 397 (8), 413, 421, 633, 636, 642, 801 (8), 815 (10), 826 (5), 855, 942, 1309 (4), 1330, 1394, 1653 (3), 1656 (4), 1665 (3), 1963-1964.
- LIBERTY MANUAL ARTS SCHOOL, PITTSBURGH, 352.
- LIBRARIES, college, 803 (2) (3), 1875; county, 1282, 1471 (19); school, 177 (74)-(76), 819 (26), 823 (12) (13), 995, 1469 (1) (6) (2), 1471 (20), 1648, 1652, 1666 (9), 1888 (16), 2090; traveling, 384.
- LIBRARIES AND READING, 165-168, 382-385, 639, 1282-1291, 1301 (14), 1427 (22), 1467, 1648-1652, 1666 (4), 1872-1873, 1875-1876, 2085-2090.
- LIBRARIES AND SCHOOLS, 74, 819 (25), 1206, 1283, 2085.
- LIBRARY SCHOOL GRADUATES, salaries, 575.
- LIBRARY SCIENCE, teaching, 2092.
- LIDDEKE, Frederick, 1011.
- LIEZTMANN, Walther, 635.
- LIGHTING OF SCHOOLROOMS, 1579.
- LIGUE POUR L'INSTRUCTION POST-SCOLAIRE OBLIGATOIRE, 379.
- LILE, W. M., 2064.
- LIMA, education, 594.
- LIND, S. C., 1419.
- LINDSAY, S. M., 2068 (5).
- LINDSEY, Ben B., 129.
- LINN, L. P., 826 (6).
- LIPMANN, Otto, 895.
- LISTER, Alfred, 1081.
- LITERARY SOCIETIES, country school, 398 (6).
- LITERATURE, 38, 41, 226, 443, 627, 922-923, 1309 (16), 1518, 1527, 1653 (5), 1657 (21), 1717, 1731, 1737, 1740-1741, 1931, 1945, 1951, 1967.
- LITTLE, B. M., 1802.
- LLOYD, F. E., 1732.
- LOBINGIER, C. S., 2074.
- LOCKWOOD, Laura E., 482.
- LODGE, Gonzalez, 1766 (10).
- LODGE, H. C., 1392.
- LODWICK, Agnes I., 966.
- LÖFFLER, Eugen, 1525.
- LOEW, Joseph, 746.
- LOGIC, 615.
- LOMAN, John, 804 (3).
- LONDON. NEWCOMEN FOUNDATION SCHOOL, 1258.
- LONDON. UNIVERSITY, 1049.
- LOOMIS, R. A., 354.
- LORD, J. K., 285.
- LORENTZ, Friedrich, 2048.
- LORENZ, Paul, 1354.
- LORY, C. A., 1839.
- LOS ANGELES, high school, 177 (42).
- LOSKEY, J. B., 594.
- LOUVAIN, Belgium, higher education, 1673.
- LOUVAIN. UNIVERSITY, 1890.
- LOWE, L. A., 716.
- LOWE, O. H., 1666 (20).
- LOWE, Orton, 1287.
- LOWELL, A. L., 99, 286, 554, 1223 (3).
- LOWRY, E. B., 731.
- LUGG, C. H., 112, 1012, 1889 (16).
- LULL, H. G., 418, 636, 1082, 1188, 2049.
- LUNCHES. *See* CHILDREN, feeding.
- LUTHERAN PAROCHIAL SCHOOLS, 1301 (17).
- LYANS, C. K., 1491.
- LYMAN, R. L., 236.
- LYNCH, Ella F., 867.
- LYON, D. O., 218.
- LYNN, Margaret, 666.
- LYON, E. P., 1228.

Lyon, Georges, 1052.
Lyons, *Mrs.* D. B., 1664 (10).
Lyttelton, Edward, 868, 1013.

M.

- Maass, J., 847.
Mabire, C. Suban-, 1459.
Macadam, Elizabeth, 125.
McAndrew, William, 82, 1023.
MacBurney, T. N., 1654 (2).
McCann, M. R., 172.
McCarthy, C. H., 1949.
McCarthy, *Sister* Mary K., 869.
McCleery, W. J., 1409.
McClinton, J. W., 1889 (23).
McClure, F. W., 1281.
McComb, E. H. K., 1355.
McConathy, Osborne, 1950.
McConaughy, J. L., 267, 1991.
McConnell, J. P., 830 (2).
McCormack, T. J., 1376.
McCormick, P. J., 1301 (15).
McCormick, S. B., 397 (10).
McCoy, W. T., 466.
MacCracken, J. H., 1888 (11).
McCrae, Annabelle, 1660 (6).
McCrory, C. R., 1473 (3).
McCurdy, J. H., 721 (24).
McDermott, Irene E., 827 (12).
McDonald, A. A., 1889 (3).
Macdonald, Alice B., 1325.
McDONALD, *Miss* E. B., 969.
Macdonald, Margaret M., 180 (3).
Macdonald, N. C., 177 (5), 826 (10), 1768.
Macdonald, W. A., 808 (3).
McDougle, E. C., 957.
McElfresh, Franklin, 748.
McFadden, J. H., 367.
Macfarlane, P. C., 914, 1053.
Macgregor, J. K., 1642.
McIndoo, J. M., 219.
McIntyre, J. L., 1708.
Mack, Eva, 1660 (5).
McKay, Ethel H., 50.
McKeag, Anna J., 120.
McKeever, W. A., 561, 1664 (6), 1666 (9) (22), 1776.
McKibben, F. P., 817 (13).
McKinney, James, 355.
McKinstry, Maude, 1307 (7).
McKnight, T. H. B., 1795.
MacLaurin, R. C., 286.
McLellan, J. H., 961.
McLeod, J. J. R., 149.
MacMahon, Ida, 825 (3).
McManis, J. T., 18.
McMullin, W. G., 1922.
MacMunn, Norman, 33, 870.
MacMurchy, Helen, 721 (16).
McMurry, C. A., 871-872.
McMurry, F. M., 177 (13), 1306 (3).
McMurry, *Mrs.* Lida B., 917.
McMurtrie, D. C., 163, 1269.
Macnaughton-Jones, Henry, 896.
McVea, Emilie, 818 (1).
McVey, F. L., 176 (11).
McVey, J. M., 1659 (5).
Macy, Mary S., 721 (1).
Maedge, C., 948.
Maennel, Bruno, 1014.
MAGAZINES, use in class, 1344.
Magee, Helene B., 574.
Magnus, Philip, 761.
Magruder, W. T., 817 (1).
Mahannah, F. L., 1656 (10).
Main, Josiah, 177 (67) (80).
Mainwaring, C. L., 1326.
Mais, S. P. B., 637, 1951.
Makower, A. A., 431.
MANHATTAN RUBBER MANUFACTURING COMPANY, corporation school, 812 (3).
MANHATTAN TRADE SCHOOL FOR GIRLS, NEW YORK, 509.
Mankato presbytery, 1754.
Mann, Alfred, 603.
Mann, C. R., 762, 1791.
MANNERS, 827 (3).
MANNHEIMER SYSTEM, 1577.
Mansbridge, Albert, 377.
MANUAL TRAINING, 66, 137-147, 346-358, 530-541, 752-767, 1170-1201, 1306 (18) (19), 1307 (5), 1433-1446, 1621-1626, 1661 (6), 1664 (16), 1665 (7) (8), 1666 (21), 1820-1844, 2041-2053. *See also* INDUSTRIAL EDUCATION; PROFESSIONAL EDUCATION; TECHNICAL EDUCATION; VOCATIONAL EDUCATION.
Maphis, C. G., 78, 805 (3).
March, Norah H., 180 (8), 1422, 1597.
Marchis, L., 1393.
Marden, O. S., 129.
Margaret Mary, *Sister*, 1653 (14).
MARKING, 113, 607, 715, 2012. *See also* GRADING.
Marshall, E. J., 365 (2).
Martin, G. H., 1332.
Martin, Gertrude S., 1862.
Martin, Herbert, 1656 (14).
Martin, O. B., 4 (2), 1471 (3).
Martin, W. W., 1423.
MARY DATCHELOR GIRLS' SCHOOL, CAMBERWELL, ENG., 563.
Mary de Lourdes, *Sister*, 1653 (15).
Mary John, *Sister*, 1653 (17).
Mary Ruth, *Sister*, 340.
MARYLAND SCHOOL SURVEY, 1658 (1).
Maryland state teachers' association, 395, 1659.
Mason, C. P., 1887 (6).
Mason, Roy, 1189.
MASSACHUSETTS, higher education, 1054; rural life, 1537; school law, 577 (V).
Massachusetts. Commission on immigration, 595.
MASSACHUSETTS HOME-PROJECT PLAN, 776.
Massachusetts institute of technology, 1054.
MASSACHUSETTS INSTITUTE OF TECHNOLOGY, 296, 288, 479.
Masseck, C. J., 1998.
MATHEMATICS, 227, 238, 392 (2) (5)-(7), 446, 635, 652, 823 (14) (15), 952-959, 1525, 1637, 1654 (4) (6), 1718, 1942.
Mathews, J. L., 534.
Matterson, E. B., 142.
Matthews, Pauline E., 442.
Matthews, W. K., 100.
Mau, Laura E., 237.
Maurer, H. H., 824 (13).
Maxwell, G. E., 177 (48).
Maxwell, W. H., 212, 1302 (12), 1733, 1888 (8).

- Mayer, E., 1803.
 Mayer, Heinrich, 2033.
 Mayers, Lewis, 706.
 Maynard, Constance L., 2069.
 Mayo, C. H. P., 1164.
 Mead, C. D., 29, 1500.
 Mead, D. W., 817 (7).
 Meade, G. H., 108.
 MECKLIN, J. M., 287.
 MEDICAL EDUCATION, 148, 549, 551, 553-554, 556-557, 1223, 1229, 1301 (3), 1453, 1853-1854, 2061, 2063.
 MEDICAL INSPECTION OF SCHOOLS, 117, 721 (14)-(17), 785, 828 (5), 1106, 1112, 1132, 1302 (6), 1418-1419, 1581, 1584, 1589, 1805.
 MEDICAL RESEARCH, 367.
 Meek, C. S., 177 (17), 396 (3), 2050.
 Meler, C. O., 1814.
 Meiklejohn, Alexander, 397 (9), 1394.
 MELLON INSTITUTE, 1181, 1830.
 Meltzer, S. J., 1854.
 MEMORY, 888, 1498.
 Mensel, E. H., 938, 1526.
 MENTAL FATIGUE, 617, 891.
 MENTAL HYGIENE, 116, 886.
 MENTAL TESTS, 27, 233, 301, 430, 509, 614, 616, 801 (7), 893, 917, 1709, 1913, 1915, 1925. *See also* BINET-SIMON TESTS.
 Meredith, Ellis, 1424.
 Mérimée, Henri, 483.
 Merrill, Jenny B., 129.
 Merriman, Curtis, 1706.
 Merriott, J. C., 1190.
 Merry, G. N., 1656 (16).
 Messer, August, 1484.
 METHODIST CHURCH, 1672.
 Metzger, J. E., 1659 (3).
 Meumann, Ernst, 419, 897.
 Meylan, G. R., 1766 (18).
 MICHIGAN, vocational education, 752 (1) (2) (6).
 Michigan classical conference, 441.
 MIDDLEBURY COLLEGE, 1063.
 Miersch, Johannes, 810 (6).
 Miessner, Otto, 810 (1), 822 (2).
 MILAN, ITALY. SCUOLA RINNOVATA, 913.
 Milburn, J. B., 195, 676, 1327.
 Miles, H. E., 811 (11).
 MILITARY DEPARTMENT, land-grant colleges, 680 (7), 802 (10) (11).
 MILITARY EDUCATION, 176 (2), 737, 1243-1245, 1567.
 MILL COMMUNITIES, educational conditions, 1471 (16)-(18).
 Miller, Amy P., 3 (3).
 Miller, C. M., 1442.
 Miller, E. L., 1309 (16), 1527.
 Miller, F. W., 1083, 1311 (7).
 Miller, G. A., 1055.
 Miller, G. J., 1952.
 Miller, J. C., 460.
 Miller, W. E., 819 (13).
 Mills, J. S., 573.
 Mills, L. S., 1587.
 Millsbaugh, A. C., 1953.
 MILWAUKEE PUBLIC SCHOOL OF TRADES FOR BOYS, 1666 (17).
 MINISTERS' WEEK, 665.
 Minnesota educational association, 1306, 2089.
 MINNESOTA STATE ART COMMISSION, 1200.
 MINNESOTA. UNIVERSITY, five-year engineering course, 817 (12).
 Minnich, H. C., 1024.
 Mirick, G. A., 825 (6).
 MIRROR DRAWING, 1497.
 Misme, Jane, 158.
 MISSION SCHOOLS, 1642, 2074.
 Mississippi teachers' association, 1307.
 MISSOURI, consolidation of schools, 900.
 Missouri society of teachers of English and modern languages, 1308.
 Missouri state teachers' association, 824, 2003.
 MISSOURI. UNIVERSITY, grading system, 283 817 (6).
 Mitchell, J. P., 2068 (1).
 Mitchell, H. E., 268.
 Mitchell, Lucy S., 1120.
 Mitchell, S. C., 681 (6).
 Modern language association, 647.
 MODERN LANGUAGES. *See* LANGUAGES, modern.
 Moffat, S. A., 1247.
 Mohr, W. H., 1379.
 Molino, Luisa, 1316.
 Monahan, A. C., 171, 257, 993 (2), 1301 (8), 1309.
 Monahan, A. J., 1777.
 MONASTIC SCHOOLS, 183.
 Monroe, Mrs. Mary A., 1025.
 Monroe, Paul, 2 (1), 6, 1766.
 Monroe, W. S., 1915.
 Montague, A. P., 393 (3).
 Montessori, Maria, 976.
 MONTESSORI CONFERENCE, 1536.
 MONTESSORI METHOD, 57, 59-61, 175 (4), 177 (33), 180 (4), 193, 249, 394 (5) (6), 452-453, 456, 653, 655-658, 829 (5), 970-977, 1658 (16), 1661 (3), 1882, 1888 (10), 1969; bibliography, 1293.
 Moon, A. H., 491, 600.
 Moore, Maud, 51.
 Moore, P. M., 1657 (13).
 Moore, R. C., 1026.
 Moore, V. A., 150.
 MORAL EDUCATION, 133-136, 175 (1), 339-341, 397 (10), 522-523, 701 (2), 745-746, 827 (3), 1154-1156, 1615-1618, 1662 (9) (10), 1813, 1824-1827, 2031-2034, 2054.
 Morehouse, Frances M., 1578, 1954.
 Morgan, Alexander, 1690.
 Morgan, Barbara S., 568.
 Morgan, G. F., 1095.
 Morgan, H. W., 783.
 Morin, Jeanné, 547, 781, 1211.
 Morley, Edith J., 1027.
 MORMON CHURCH, schools, 1301 (18).
 Morrison, A. H., 1309 (10).
 Morrison, Carolyn E., 1804.
 Morrison, H. C., 178 (1), 801 (2).
 Morse, J. L., 744.
 Morse, Josiah, 30.
 Morton, W. H., 1905.
 Moseley, Eunice, 535.
 Moses, Cleda V., 275.
 Moses, Julius, 569.
 MOTHERS' CLUBS, bibliography, 1293. *See also* PARENT-TEACHER ASSOCIATIONS.
 Mott, J. R., 1305 (2).
 Mott, T. A., 700 (8).
 MOUNTAINEERS, southern, 1109, 1683.
 MOUTH HYGIENE, 1595.

MOVING PICTURES, 34, 223, 423, 621-622, 624, 912, 1301 (27), 1469 (3), 1926-1928; bibliography, 1293.

MÜNSTERBERG, Hugo, 732.

MÜNSTERBERG, HUGO, 360.

Muerman, J. C., 1972 (2).

Muffley, May R. B., 1661 (14).

MULCASTER, RICHARD, 832.

Mulock, Mabel E., 827 (27).

MULTIPLICATION TABLES, memorizing, 1498.

Mumford, A. A., 180 (7).

Mumford, F. B., 802 (13).

Munford, Mary C. B., 159.

MUNICIPAL UNIVERSITIES. *See* UNIVERSITIES AND COLLEGES, city.

Muntsch, Albert, 1653 (8).

Murdock, F. F., 801 (4).

Murdock, Mabel E., 1955.

Murphy, M. C., 513.

Murray, E. R., 1916.

Murtland, Cleo, 752 (13).

MUSEUMS, 35, 380, 1301 (13), 1874, 2085-2090. *See also* SCHOOL MUSEUMS.

MUSIC, 52-53, 55, 177 (59) (60), 659, 663, 810, 822, 823, (16), 1311 (6) (13), 1348, 1361, 1517, 1654, 1658 (8), 1661 (14) (15), 1729, 1745, 1883, 1934, 1936, 1950; school credit for home study, 822 (2), 1515, 1746.

Music teachers' national association, 810.

Muthesius, Karl, 1639.

Myers, G. C., 873.

Myers, G. W., 238.

Myers, Irene T., 819 (23).

N.

Nalsmith, James, 1815.

Nash, Alice M., 1270.

Nasmyth, G. W., 1056.

National association of corporation schools, 811, 812.

NATIONAL ASSOCIATION OF CORPORATION SCHOOLS, exhibit, 1444.

National association of dental faculties, 1225.

National association of manufacturers, 356.

National association of school accounting officers, 1887.

National association of state universities in the United States of America, 176.

National association of the deaf, 1462.

NATIONAL CASH REGISTER SCHOOLS, 811 (1).

National child labor committee, 813.

National collegiate athletic association, 734-735.

National conference on the education of backward, truant, delinquent, and dependent children, 814.

National conference on universities and public service, 2068.

NATIONAL CONGRESS OF MOTHERS, 338.

National council of teachers of English, 168, 647, 931.

National education association, 177, 815, 1309; Committee on college entrance requirements, 177 (53); Committee on general science, 1724; Committee on grammatical nomenclature, 177 (24); Committee on health problems in education, 177 (29); Committee on normal-school libraries, 177 (75); Committee on normal-school standards, 177 (49); Committee on tests and standards of efficiency, 177 (27); Committee on the articulation of high schools and colleges, 177 (41); Committee on the

Improvement of physics teaching, 177 (70); Committee on vocational education and guidance, 177 (55). Departments—business education, 177 (61)-(62); child hygiene, 177 (63)-(64); elementary education, 177 (34)-(37); higher education, 177 (43)-(46); kindergarten education, 177 (30)-(33); library, 177 (73)-(76); manual training and art education, 177 (52)-(58); music education, 177 (59)-(60); normal schools, 177 (47)-(51); physical education, 177 (65)-(66); rural and agricultural education, 177 (80)-(81); school administration, 177 (71)-(72); school patrons, 177 (78)-(79); science instruction, 177 (67)-(70); secondary education, 177 (38)-(42); special education, 177 (77); superintendence, 177 (10)-(24), 396, 700. General sessions, 177 (1)-(9). National council of education, 177 (25)-(29).

NATIONAL EDUCATION ASSOCIATION, 177 (1); DEPT. OF SUPERINTENDENCE, 408; NATIONAL COUNCIL OF EDUCATION, 408, 1315.

National league of nursing education, 3, 1660.

National society for the promotion of industrial education, 536, 752, 1840.

National society for the study of education, 178, 816.

NATIONAL UNIVERSITY FOR THE UNITED STATES, 176 (9), 189, 279, 481, 1064, 1558.

National vocational guidance association, 1300.

NATIONAL WOMEN'S TRADE-UNION LEAGUE, 1191, 1256.

NATURE STUDY, 228, 242, 628, 646, 1533, 1720, 1932-1933, 1960.

NAVAL TRAINING, 1242-1245.

Navarre, C., 638.

Nearing, Scott, 196.

Neave, E. F. M., 1111.

Negro teachers' association and school improvement league of Virginia, 179.

NEGROES, 565, 790-791, 819, (11) (12), 1259, 1867.

Nelson, C. H., 1230.

Neretti, Luigi, 1465.

Nesbit, Edith. *See* Bland, Mrs. Edith (N.).

Neumann, Henry, 396 (2).

Neverman, P. F., 1778.

NEW ENGLAND, education, 801 (5), 1671.

New England association of chemistry teachers, 1310.

New England association of teachers of English, 233, 677.

NEW HAMPSHIRE, education, 463, 669; rural schools, 982.

NEW HAVEN, CONN., public schools, 194.

NEW JERSEY, education, 825 (1).

New Jersey. Council of education, 1048, 1805.

New Jersey. Dept. of public instruction, 1956.

New Jersey state teachers' association, 823.

NEW ORLEANS, delinquency, 2030; educational research, 1704.

NEW SCHOOL MOVEMENT, 16.

New South Wales. Dept. of public instruction, 977.

NEW TRIER TOWNSHIP HIGH SCHOOL, KENILWORTH, ILL., physical training, 325.

NEW YORK (CITY), education, 400; health supervision, 1800; public schools, 1000, 1004, 1070; school inquiry, 706, 796, 1999.

New York (City). Association of district superintendents, 1999.

New York (City). Board of education, 1208, 1841.

- New York (City). Board of estimate and apportionment. Committee on school inquiry, 300.
- NEW YORK (CITY). ETHICAL CULTURE SCHOOL, 406.
- NEW YORK (CITY). PUBLIC EVENING SCHOOL OF THE INDUSTRIAL ARTS, 1278.
- NEW YORK (CITY). PUBLIC SCHOOL 188th MANHATTAN, 497.
- NEW YORK, COLLEGE OF THE CITY OF, 2068 (6) (8).
- NEW YORK (STATE), education, 1888; rural schools, 1368; school law, 296, 1572; teachers, 1302 (3); vocational education, 347.
- New York state association of district superintendents, 1888.
- NEW YORK STATE COLLEGE FOR TEACHERS, 1984.
- New York state teachers' association, 83.
- NEW YORK STATE VETERINARY COLLEGE, CORNELL, 150.
- New York training school for public service, 410.
- NEW YORK UNIVERSITY, history, 682.
- New York. University club, 1993.
- NEW ZEALAND, education, 1301 (41).
- Newberry, Marie A., 995.
- NEWCOMEN FOUNDATION SCHOOL, LONDON, 1258.
- NEWSPAPERS. *See* JOURNALISM; MAGAZINES; PRESS AND EDUCATION.
- Nichol, J. B., 1653 (7).
- Nichols, E. F., 804 (1).
- Nicholson, Thomas, 809 (2).
- Noble, Isabel, 1097.
- Nock, A. J., 596, 1140.
- NORMAL SCHOOLS, 69, 177 (46)-(51), 396 (4) (5), 801 (4), 827 (17), 1024, 1031, 1309 (6) (12), 1311 (2), 1657 (3) (4), 1778, 1989; graduates, 177 (34) (47), 470; physical education, 511.
- Norris, A. C., 392 (3).
- Norris, E. B., 680 (6).
- Norris, O. O., 239.
- North American civic league for immigrants. New York-New Jersey committee, 170.
- NORTH CAROLINA, education, 1661 (16); rural life 1370 (4); vocational education, 1661 (19).
- NORTH CAROLINA LITERARY FUND, 1668.
- North Carolina teachers' assembly, 1661.
- North Carolina. University. Summer school for teachers, 1370.
- North central association of colleges and secondary schools, 1662.
- NORTH DAKOTA, consolidated schools, 1758.
- NORTH DAKOTA, Bible study accrediting, 815 (11); education, 826 (2).
- North Dakota education association, 826.
- North of England education conference, 180.
- Northrop, Alice R., 129.
- Norwood, Cyril, 180 (6).
- Noss, Mary G., 827 (3).
- Nüchter, Fr., 1429.
- NURSES, training, 3, 550, 555, 784, 1233-1234, 1454, 1660.
- Nutt, H. W., 1629.
- Nutting, M. Adelaide, 1660 (2).
- Nydegger, J. A., 1543.
- O.**
- Oakes, G. H. M., 1859.
- OAKLAND, CAL., medical inspection, 117.
- Obenchain, Lida C., 1658 (17).
- OBERLIN COLLEGE, students' programs, 681 (8).
- O'Brien, H. R., 1528.
- OCCUPATIONS. *See* VOCATIONAL GUIDANCE.
- O'Donnell, W. C., 749.
- Odum, H. W., 667.
- Oehme, Walter, 1906.
- Offenhauer, R. E., 143.
- Ogden, C. K., 798, 1272, 1490.
- O'Grady, Alice, 656.
- OHIO, education, 198, 1083, 1311; high schools, 263; rural life, 1759; school law, 173, 492, 577 (V); school survey, 11, 84, 198, 410; teachers, 84.
- Ohio college association, 1663.
- Ohio state school survey commission, 410, 1068.
- Ohio state teachers' association, 1311.
- OHIO STATE TEACHERS' ASSOCIATION, 1311 (1).
- OHIO STATE UNIVERSITY, summersurveying, 817 (10).
- Olcott, Frances J., 623.
- Oldendorf, Paul, 420.
- O'Leary, W. A., 752 (8).
- Olerich, Henry, 220.
- OLERICH, VIOLA R., 220.
- Oliphant, James, 1907.
- Oliver, T. R., 1873.
- Olivet, H. S., 1603.
- ONE-ROOM SCHOOLS, 177 (2), 398 (3), 668, 992, 994.
- Opdycke, J. B., 443, 827 (28), 1356, 1529, 1734.
- OPEN-AIR SCHOOLS, 312, 505, 721 (3) (22), 1099, 1508, 2016.
- Oppenheimer, C. P., 1473 (7).
- ORAL ENGLISH, 808 (2), 925, 930.
- ORAL HYGIENE, 1595.
- ORANGE Co., VA., sanitary survey, 1297.
- OREGON, high schools, 70; rural schools, 1540.
- ORIENT, education, 1679, 2073-2075.
- Orr, C. I., 1735.
- Orth, R., 276.
- Orton, Edward, Jr., 680 (7), 802 (10).
- Osborn, J. W., 2 (3).
- OSCEOLA, 1072.
- Osgood, Edith W., 1357, 1530.
- O'Shea, M. V., 334, 562, 789, 920, 1304, (6), 1333, 1588.
- Osler, William, 151.
- OTTLEY, Alice, 788.
- Ousley, Clarence, 820 (2).
- OVER-AGE PUPILS. *See* BACKWARD CHILDREN.
- OVER-PRESSURE IN SCHOOLS, 1414.
- Overhulse, C. K., 1889 (12).
- OVEDO. UNIVERSITY, 483.
- OWATONNA, MINN., curriculum, 2005.
- OXFORD UNIVERSITY, 91, 101, 476, 1168; Bodleian library, 1649.
- Oxley, C. E., 1818.
- P.**
- PACKARD MOTOR CAR COMPANY, corporation school, 812 (2).
- Pädagogische Jahresschau über das Volksschulwesen im Jahre 1913, 1785.
- Palmer, G. S., 1358.
- Palmer, Alice N., 827 (14).
- Palmer, C. F., 177 (81).
- Palmer, Cornelia, 1850.
- Palmer, Erastus, 1766 (9).
- Palmer, G. H., 1992.
- Palmer, J. J., 701 (1).
- Palmer, Luella A., 454, 978, 1309 (8), 1749.

- PARENT-TEACHER ASSOCIATIONS, 338, 1143, 1304 (2); bibliography, 1293. *See also* HOME AND SCHOOL.
- Parish, E. A., 898.
- Park, E. R., 1473 (6).
- PARK COLLEGE, PARKVILLE, MO., 1842.
- Parker, Alice N., 1154, 1304 (9).
- Parker, C. A., 1112.
- Parker, G. H., 448.
- Parker, Sir Gilbert, 1328.
- Parker, S. R., 2090.
- PARKER SCHOOL, SAN DIEGO, CAL., 1508.
- Parkin, G. R., 176 (4).
- Parkinson, W. D., 979, 1894.
- PAROCHIAL SCHOOLS, 1301 (7) (15), 1653 (13)–(15) (17).
See also CHURCH SCHOOLS.
- Parsons, Mrs. Clement, 967.
- Parsons, J. G., 1889 (20).
- Parsons, Sara E., 784.
- PART-TIME EDUCATION, 145, 172, 752 (16)–(17), 1182, 1434, 1445.
- Partlow, L. L., 717.
- PASADENA HIGH SCHOOL, 768.
- PASSAIC, N. J., corporation school, 812 (3).
- Passano, L. M., 690, 1057.
- Passk nig, Oswald, 221.
- Paterson, Alice, 1317–1318.
- Patrick, G. T. W., 1131, 1607.
- PATRIOTISM. *See* CIVIC EDUCATION.
- Patterson, C. T., 258.
- Patterson, H. P., 1486, 1889 (6).
- Patton, W. A., 701 (7).
- Patzner, C. E., 1736.
- Paul, H. G., 639.
- Payne, A. F., 1443.
- Payne, B. R., 1471 (7).
- Payne, E. G., 1452.
- Payot, Jules, 341, 640.
- Peabody, J. E., 815 (13), 1810.
- PEACE, 174, 191, 393 (2), 395 (5), 821 (9), 1305 (1) (2), 1608.
- Pearse, C. G., 392 (2), 396 (5), 700 (10), 815 (9), 1410, 1665 (2), 1666 (10) (12) (19).
- Pearson, F. B., 421.
- Pearson, Karl, 1342.
- PEDAGOGICS. *See* TEACHING.
- Peers, E. A., 1359.
- Peeters, Edouard, 899.
- Pelham, H. S., 1192.
- PENMANSHIP. *See* HANDWRITING.
- PENN SCHOOL, ST. HELENA ISLAND, N. C., 790.
- Pennsylvania state educational association, 397, 701, 827.
- Perisho, E. C., 1889 (1).
- Perkins, A. S., 1220, 1531.
- PERKINS INSTITUTION FOR THE BLIND, BOSTON, 795.
- Perlitz, Lina, 1664 (12).
- Perrine, Lura A., 826 (11).
- Perrotin, L o, 900.
- Perrott, G. St. J., 161.
- Perry, C. A., 127, 1015, 1141, 1766 (20), 2028.
- Perry, John, 1334, 1548.
- Perry, Lawrence, 1816.
- Perry, R. B., 1155.
- Perry, W. G., 819 (20).
- Persigout, G., 369.
- Person, H. S., 817 (2).
- PERU, education, 594.
- Petersen, Anna M., 2081.
- Peterson, H. A., 1917.
- PETOSKEY, MICH., exceptional children, 162.
- Pfordten, Otto von der, 1492.
- Phelan, John, 1475 (2).
- Phelps, Alice S., 1767.
- Phelps, Editha, 321.
- PHILADELPHIA, public schools, 833.
- PHILIPPINE ISLANDS, education, 2 (1) (3), 835, 843.
- Phillips, Adams, 171.
- Phillips, J. H., 819 (15), 819 (26), 1473 (5), 1768.
- PHILLIPS ACADEMY, Andover, Mass., 266.
- PHILOSOPHY, 426, 1354, 1957.
- PHILOSOPHY, CONCORD SCHOOL, 1035.
- Philpott, O. H., 641.
- PHONICS, 51.
- PHYSICAL EDUCATION, 158, 177 (65)–(66), 323–330, 509–514, 734–740, 1124, 1309 (15), 1602–1604, 1811–1816, 1889 (21), 2025–2027.
- PHYSICAL GROWTH, 1294.
- PHYSICAL TESTS, 721 (24). *See also* BINET-SIMON TESTS.
- PHYSICS, college entrance requirements, 433; teaching, 177 (70), 232, 392 (8) (9), 961, 1514, 1728, 1929, 1957.
- PHYSIOGRAPHY, 392 (4).
- PHYSIOLOGY, teaching, 149, 1726.
- Picavet, R., 849.
- Pierce, J. A., 1262, 1868.
- Pierce, W. E., 1888 (7).
- Pintner, Rudolf, 1707.
- Pitts, R. S., 423.
- PITTSBURGH. LIBERTY MANUAL ARTS SCHOOL FOR GRADE PUPILS, 352.
- PITTSBURGH. MELLON INSTITUTE, 1181, 1830.
- PLAY, 123, 458, 512, 824 (2), 1128, 1131, 1426–1427, 1605–1607, 1817, 1888 (4), 1889 (18), 2028–2029; bibliography, 1293. *See also* GAMES; RECREATION.
- Playground and recreation association of America, 123.
- PLAYGROUND SURVEYS, 1126.
- PLAYGROUNDS, 123, 1126, 1426–1427, 1605–1607, 1817, 2028–2029; bibliography, 1293.
- PLAYS, school, 48.
- P hlmann, Robert von, 642.
- Plumb, Mary K., 1798.
- POETRY, teaching, 922–923, 1716, 1938.
- Poincar , Raymond, 707.
- POLITICS AND EDUCATION, 291, 1888 (11).
- POLK COUNTY, OREG., rural schools, 1540.
- Pollock, H. M., 60.
- “PONY,” use, 1512.
- Poore, W. A., 473.
- Porter, E. H., 311.
- PORTLAND, OREG., public schools, 190, 295, 496.
- PORTO RICO, education, 2 (2).
- Poske, Friedrich, 1957.
- Posse, Rose, 177 (66).
- Post, L. F., 1306 (2) (11).
- Potter, Alicia, 691.
- Potter, M. C., 177 (40), 1309 (9).
- Powell, L. P., 1617.
- Powell, Susie, 1471 (2).
- Power, Effie L., 1288.
- PRACTICAL EDUCATION. *See* VOCATIONAL EDUCATION.
- PRECOCITY, 890, 1918.

Presbyterian church in the U. S. A. Board of home missions. Dept. of church and country life, 1759-1760.

PRESS AND EDUCATION, 1658 (1).

Preston, Josephine C., 259, 1309 (4).

Pretzel, C. L. A., 1029.

PREVOCATIONAL EDUCATION, 539, 827 (2), 1171, 1183, 1446, 1658 (7), 2046.

Price, Cecil, 1248.

Price, R. R., 1306 (14).

Price, W. R., 240.

Prideaux, E. B. R., 850.

PRIMARY EDUCATION, 57-61, 249-250, 653-658, 1363-1365, 1748-1751.

PRINCETON UNIVERSITY, 450, 698, 1038, 1067, 1113.

PRINCIPALS, 826 (6) (7). *See also* SCHOOL BOARDS.

PRINCIPLES AND PRACTICE OF TEACHING. *See* TEACHING.

PRINTING, teaching, 354, 1665 (13).

Pritchard, Erie, 1822.

Pritchett, H. S., 1395.

PRIVATE SCHOOLS, 1318.

PROCTOR SYSTEM, 1216.

PROFESSION, CHOICE OF. *See* VOCATIONAL GUIDANCE.

PROFESSIONAL EDUCATION, 148-152, 306-367, 549-558, 783-784, 1331, 1660 (1), 1853-1856, 2061-2064. *See also* INDUSTRIAL EDUCATION; MANUAL TRAINING; TECHNICAL EDUCATION; VOCATIONAL EDUCATION.

PROFESSORS. *See* COLLEGE PROFESSORS.

PROMOTION OF PUPILS, 5 (2), 495, 500, 821 (4), 1091-1092, 1656 (7), 1666 (20), 1797. *See also* BACKWARD CHILDREN; GRADING; RETARDATION.

Prosser, C. A., 357, 394 (1), 397 (4), 824 (4) (5).

Prosser, C. S., 1396.

PROVIDENCE, R. I., education, 405.

PROVINCIAL UNIVERSITIES, Canada, 699.

Prüfer, Johannes, 763, 1670.

PRUSSIA, education, 201, 1014, 1482; school law, 851.

PSYCHOLOGY, 1376, 1935; experimental, 1027. *See also* EDUCATIONAL PSYCHOLOGY.

PSYCHOPHYSICAL TESTS. *See* BINET-SIMON TESTS; MENTAL TESTS.

Public education association of Philadelphia, 833.

PUBLIC HEALTH. *See* HYGIENE, public.

PUBLIC SCHOOLS (ENDOWED), Gt. BRIT., 1013, 1164.

PUBLIC SCHOOLS, United States. *See* UNITED STATES, education.

PUBLIC SERVICE, training for, 1561, 2068.

PUBLIC SPEAKING, 245, 631.

Puffer, J. A., 1666 (2) (3).

Puncheon, Katherine E., 678.

PUNISHMENT, corporal, 704.

PUPIL SELF-GOVERNMENT, 110-111, 1857; bibliography, 1293.

Pusy, E. D., 1085.

Putnam, Alice, 968.

Pyke, A. J., 828 (4).

Pyle, W. H., 901, 1823.

Q.

Quayle, W. A., 1666 (4).

Quest, A. L. Hall., 2011.

Quigley, Samuel, 1306 (10).

Quinn, Mary J., 362.

Quint, W. D., 1792.

R.

RABUN COUNTY, GA., education, 1971.

Radosavljevich, P. R., 902.

Raffety, W. E., 337.

Ramsay, R. L., 1308 (4).

Ranck, S. H., 1469 (2).

Randall, C. C., 1307 (3).

Randall, J. A., 177 (70).

Rankin, A. W., 2004.

Rankin, W. S., 1471 (6).

Rao, C. R. N., 1580.

Rapeer, L. W., 177 (64), 504, 725, 1302 (11), 1309 (17), 2051.

Raper, C. L., 269, 1661 (18).

Rathbone, Josephine A., 575.

Rathbun, F. E., 830 (1).

Rathmann, C. G., 1874, 2027.

Rawls, Elizabeth S., 962.

Ray, L. B., 821 (4).

Ray, P. O., 827 (19).

Raycroft, J. E., 1113.

Rayen, H. K., 874.

Raymond, Anan, 1397.

Raymond, Frances Effinger, 177 (61).

RAYMOND RIORDAN SCHOOL, 764.

Rayner, W. H., 1193.

Rea, P. M., 1301 (13).

READING, 43, 51, 614, 916-918, 1524, 1687, 1738, 1956.

See also LIBRARIES AND READING.

READING CIRCLES, 1888 (3).

Reagan, C. R., 71, 1827.

REAL ESTATE, instruction, 1222.

Reaney, M. Jane, 1860.

Reavis, W. C., 1590.

Reber, L. E., 378, 680 (5), 752 (1), 1299.

RECITATION, 1337, 1692, 1905.

RECKONING TEST, 893.

RECREATION, 458, 1128. *See also* GAMES; PLAY.

RECREATION CENTERS, 127, 259, 1141. *See also* SCHOOLS AS SOCIAL CENTERS.

RECREATION SURVEYS, 2028.

Redfield, W. C., 537, 752 (7), 812 (5).

REDWOOD COUNTY, MINN., religious life, 1754.

REED COLLEGE, course on social living, 681 (7).

Reeves, A. R., 1886 (1).

Reeves, Edith, 1869.

Reeves, I. L., 1244.

REGENTS' EXAMINATIONS, New York, 1888 (14) (15).

Register, L. B., 152.

Reichel, Walther, 508.

Reid, O. L., 1658 (19).

Rein, W., 831 (1).

Reinach, Théodore, 20.

RELIGIOUS EDUCATION, 133-136, 342-345, 524-529, 681, 747-751, 909, 1157-1169, 1431-1432, 1619-1620, 1653 (1), 1664 (7), 1828-1829, 2035-2040.

Religious education association, 681.

RELIGIOUS PEDAGOGY. *See* SUNDAY SCHOOLS.

RELIGIOUS SURVEYS, 1754.

Renshaw, J. H., 811 (13).

RENSSELAER POLYTECHNIC INSTITUTE, 2052.

Repplier, Agnes, 21, 733.

RESEARCH, 367, 1043, 1055, 1790.

RETARDATION, 109, 304, 306, 498, 1093, 1095, 1097, 1306 (16), 1658 (6), 1665 (13), 1797. *See also* BACKWARD CHILDREN; ELIMINATION; PROMOTION OF PUPILS.

Rey, A. A., 721 (6).
 Reynolds, A. C., 1661 (2).
 Reynolds, J. H., 692.
 RHETORIC, 640, 924. *See also* ENGLISH LANGUAGE, composition.
 RHODES SCHOLARSHIPS, 176 (4).
 Rhoton, A. L., 1471 (9).
 Rice, Melvin, 2059.
 Rice, O. S., 177 (74).
 RICE INSTITUTE, 1996.
 RICE TEST, 27.
 Richard, Brother, 1653 (6).
 Richards, C. R., 144, 752 (9), 1766 (17).
 Richards, Florence H., 514.
 Richardson, G. H., 750.
 RICHMOND, vocational education survey, 1840.
 Richter, Johannes, 1691.
 Rickard, G. E., 1980.
 Ricketts, P. C., 2052.
 Riddle, C. B., 1058.
 Rigg, C. E., 563.
 Rindge, F. H., 538.
 Riordan, Raymond, 764, 1666 (18).
 Rippmann, Walter, 1532.
 Risley, J. H., 1383, 1658 (15).
 Roach, Mrs. J. V., 1761.
 Roach, W. W., 312, 505.
 Roberts, E. D., 177 (17).
 Roberts, E. L., 819 (16).
 Roberts, W. E., 814 (2).
 Roberts, W. M., 145, 752 (16), 1445 (3).
 Robertson, J. W., 828 (1) (2).
 Robins, Margaret D., 1256.
 Robinson, K. D., 1842.
 Robison, C. H., 1766 (17).
 Rodeffer, J. D., 939.
 Roecker, W. F., 1958.
 Roger, Maurice, 270, 462, 1016.
 Rogers, A. C., 164.
 Rogers, Agnes L., 1708.
 Rogers, Francis, 643.
 ROMAN CATHOLIC CHURCH, education, 195, 1301 (15), 1653 (12) (14), 1896. *See also* MONASTIC SCHOOLS.
 ROME, vocational education, 1843.
 Root, A. S., 1875.
 Roques, Paul, 940.
 Rose, Mary S., 1851.
 ROSELAND, ILL. VAN VLISSINGEN SCHOOL, 1720.
 Rosenthal, Georg, 1963.
 ROSENWALD, JULIUS, 1867.
 Roser, Blanche L., 1656 (12).
 Rounds, C. R., 1737.
 Roussy, Baptiste, 1450.
 Rowe, Blanche H., 1738.
 Rowe, H. M., 1221.
 Rowe, R. C., 1501.
 Roy, B. K., 915.
 Roys, Abby E., 947.
 Rubins, R. B., 1657 (19).
 RURAL CHURCHES, 665, 987.
 RURAL LIFE, 68, 72, 253, 394 (7), 458, 701 (6), 819 (4), 824 (7), 993, 1306 (6), 1309 (12), 1370, 1471 (4) (6), (13) (14), (22), 1537, 1637 (4), 1664 (4) (5); bibliography, 1293.
 RURAL SCHOOL CHILDREN, 1503.
 RURAL SCHOOL LIBRARIES, 177 (74), 995, 1469 (6), (7), 1652, 1666 (9).

RURAL SCHOOLS, 62-75, 171, 177 (5) (26) (37) (71), 251-262, 395 (7), 398 (2), 457-461, 659-669, 700 (6), 701 (5) (6) (12) (13), 801 (3), 819 (4) (10) (22), 824 (3) (8), 826 (10), 980-999, 1301 (8), 1309 (2) (11), 1366-1371, 1471 (12) (21), 1473 (2), 1475 (2), 1537-1544, 1656 (8) (13), 1657 (13), 1659 (3) (4), 1664 (13) (14), 1752-1763, 1879, 1880, 1884, 1888 (1) (6) (9) (12), 1889 (1) (3) (4) (10), 1970-1973, 2003; bibliography, 460, 1293. *See also* CONSOLIDATION OF SCHOOLS.
 RURAL SURVEYS, 394 (3), 1759-1760.
 Russell, Isaac, 582.
 Russell, J. E., 424.
 Russell, L. J., 615.
 Russell, W. F., 1360, 1959.
 RUSSIA, education, 846, 1301 (39).
 Rutland, J. R., 819 (21).
 Rutland, Miss Johnnie W., 393 (4).
 Ryan, Orson, 177 (65).
 Ryan, W. C., Jr., 577 (III), 1301 (1).

S.

Sabine, E. D., 817 (3).
 Sachse, A., 851.
 Sadler, M. E., 180 (1).
 Saffioti, F. U., 456.
 St. Clair, D. F., 72.
 St. John, C. G., 1889 (11).
 ST. JOHN'S COLLEGE, AGRA, INDIA, 686.
 ST. HELENA ISLAND, N. C. PENN SCHOOL, 790.
 Saleeby, C. W., 1601.
 Salisberg, Paul von, 102.
 Salmon, Lucy M., 1289.
 Samson, Mary E., 1309 (15).
 Sanders, F. W., 22, 214, 425, 875, 1325, 1493, 1692, 1908.
 Sanderson, E. D., 802 (14), 1059.
 SAN DIEGO, CAL. PARKER SCHOOL, 1508.
 Sandiford, Peter, 742, 903, 1779.
 SAN FRANCISCO, public schools, 1675.
 SANITARY SURVEYS, 1297, 1543.
 SANTA FE RAILWAY SYSTEM, apprentice schools, 767.
 Sardou, Prosper, 693.
 Sargent, C. G., 996, 1973.
 Sarkar, V. K., 215.
 Saskatchewan educational association, 828.
 SCANDINAVIAN LANGUAGES, teaching, 826 (8).
 Saunders, A. H., 1301 (27).
 Schaeffer, N. C., 85, 177 (16), 815 (4), 827 (6).
 Schallenberger, Margaret E., 1309 (2).
 Schaper, W. A., 1650.
 Schauer, Richard, 2082.
 Schermerhorn, Grace, 782.
 Schilling, M., 335.
 Schively, Adeline F., 1960.
 Schlafly, R. K., 817 (10).
 Schlunk, Martin, 1461.
 Schmidkunz, Hans, 1398.
 Schmidt, A., 34.
 Schmidt, F. A., 1114.
 Schmidt, Franz, 1030.
 Schmidt, H. W., 1666 (21).
 Schmitt, Clara, 1709.
 Schmitz, —, 223.
 Schneider, Herman, 1448.
 Schoch, E. P., 1961.
 Schoenfelder, L., 720, 1580.
 Schoff, Mrs. Frederic, 338.
 SCHOLARSHIPS, 178 (4), 1045.

- SCHOOL ADMINISTRATION. *See* ADMINISTRATION, schools.
- SCHOOL AGE, 217, 501, 721 (12).
- SCHOOL AND COMMUNITY. *See* COMMUNITY AND SCHOOL; SOCIAL ASPECTS OF EDUCATION.
- SCHOOL AND HOME, 177 (78)-(79). *See also* PARENT-TEACHER ASSOCIATIONS.
- SCHOOL ARCHITECTURE, 114-115, 662, 718-720, 1098-1099, 1579-1580, 1666 (14), 1757, 1799, 1884.
- SCHOOL BOARDS, 1407, 1657 (15) (16), 1664 (9), 1889 (23), 2000. *See also* PRINCIPALS.
- SCHOOL BOOKS. *See* TEXT-BOOKS.
- SCHOOL CHILDREN. *See* CHILDREN.
- SCHOOL CLINICS, 722, 1110.
- SCHOOL CREDIT FOR HOME WORK, 177 (17), 782, 819 (24), 822 (2), 1515, 1746.
- SCHOOL DISCIPLINE. *See* DISCIPLINE; SCHOOL MANAGEMENT.
- SCHOOL EXTENSION. *See* EDUCATION EXTENSION.
- SCHOOL FARMS, 1307 (4), 2056.
- SCHOOL FINANCE, 705, 826 (9), 1081, 1405, 1658 (3), 1795, 1887. *See also* ADMINISTRATION, schools; UNIVERSITIES AND COLLEGES, finance.
- SCHOOL GARDENS, 177 (81), 515-516, 1212-1214, 1309 (19), 1449, 1849. *See also* GARDENS.
- SCHOOL GOVERNMENT. *See* SCHOOL MANAGEMENT.
- SCHOOL HOURS, 2017.
- SCHOOL HOUSES. *See* SCHOOL ARCHITECTURE.
- SCHOOL HYGIENE, 116-120, 173, 177 (26) (29) (63) (64), 308-317, 501-506, 509-510, 721-726, 819 (5) (6), 820 (3), 827 (5) (13), 829 (7), 1100-1118, 1302 (11), 1309 (18), 1414-1420, 1473 (6), 1581-1595, 1657 (12), 1800-1807, 1889 (20), 2016-2022.
- SCHOOL IMPROVEMENT LEAGUES, Kentucky, 461.
- SCHOOL LAWS. *See* LEGISLATION.
- SCHOOL LIBRARIES. *See* LIBRARIES.
- SCHOOL LIGHTING, 1579.
- SCHOOL LUNCHES. *See* CHILDREN, feeding.
- SCHOOL MANAGEMENT, 110-113, 177 (11) (17), 303-307, 494-500, 713-717, 1091-1097, 1413, 1574-1578, 1653 (2), 1666 (8) (22), 1796-1798, 2007-2015. *See also* DISCIPLINE.
- SCHOOL MUSEUMS, 826 (11). *See also* MUSEUMS.
- SCHOOL NURSE, 1582.
- SCHOOL PAPERS. *See* JOURNALISM.
- SCHOOL PLAYS, 48.
- SCHOOLROOM DECORATION, 1098.
- SCHOOL SANITATION. *See* SCHOOL HYGIENE.
- SCHOOL SAVINGS BANKS, 499, 821 (5).
- SCHOOL SESSIONS, 1661 (13).
- SCHOOL SUPERVISION. *See* SUPERVISION.
- SCHOOL SURVEYS. *See* SURVEYS, educational.
- SCHOOLS, medical inspection. *See* MEDICAL INSPECTION OF SCHOOLS.
- SCHOOLS AS SOCIAL CENTERS, 177 (4), 819 (3), 827 (1), 981, 1015, 1136, 1139, 1471 (10), 1542, 1609, 1653 (17), 1658 (24), 1756, 1972. *See also* RECREATION CENTERS.
- Schulthess, Wilhelm, 2022.
- Schultz, E. W., 752 (15).
- Schultze, Ernst, 772.
- Schuster, Sarah J., 73.
- Schwartz, E., 493.
- SCIENCE, applied, 1309 (10); teaching, 44, 177 (67)-(70), 227, 229, 392, 629, 824 (11), 960-962, 1510, 1525, 1723-1724, 1952-1958, 1962.
- SCIENTIFIC MANAGEMENT, 177 (20), 303, 817 (2).
- SCIENTIFIC RESEARCH, 1043, 1055.
- SCOTLAND, domestic science, 547, 781; education, 8.
- Scott, A. S., 820 (5).
- Scott, F. N., 1662 (1).
- Scott, M. C., 876.
- SCOTT COUNTY, V.A., education, 1667.
- SCOUTS. *See* BOY SCOUTS.
- Scribner, E. E., 177 (32).
- Scroggs, W. O., 1739.
- Scudder, M. T., 1888 (10).
- SCUDDER SCHOOL, 193.
- SCUOLA RINNOVATA, MILAN, 913.
- Sears, J. B., 1086.
- Sechrist, F. K., 2013.
- SECONDARY EDUCATION, 76-79, 180 (2) (6), 263-273, 462-469, 669-672, 801 (2), 804-805, 815 (4), 828 (4), 1000-1017, 1301 (5), 1325, 1372-1377, 1493, 1545-1549, 1764-1769, 1908, 1974-1982. *See also* HIGH SCHOOLS.
- Seeley, Levi, 1319.
- Seerley, H. H., 679, 1371, 1624, 1665 (3), 1762.
- Segar, Mary, 1565.
- SEGREGATION, 393 (9), 818 (2). *See also* COEDUCATION; COORDINATE COLLEGES.
- Seldes, G. V., 1566.
- SELF-ACTIVITY CLASS, 2014.
- SELF-GOVERNMENT, 110-111, 1857; bibliography, 1293.
- SELF-TEACHING, class, 33.
- Seligman, E. R. A., 1766 (14).
- Selter, Hugo, 1115.
- Selvidge, R. W., 1194, 1665 (1).
- Senger, H. L., 945.
- Sensenig, Barton, 241, 444.
- SERVANTS, training, 1258.
- SEVEN-YEAR ELEMENTARY SCHOOL, 177 (19). *See also* JUNIOR HIGH SCHOOLS; SIX-AND-SIX PLAN.
- SEWICKLEY, PENN., public schools, 402.
- SEX HYGIENE, 121-122, 177 (63), 180 (8), 318-322, 507-508, 700 (8)-(10), 721 (5), 727-733, 814 (6), 815 (13), 1119-1123, 1302 (10), 1309 (13) (14), 1421-1425, 1596-1598, 1808-1810, 1888 (13), 2023-2024.
- SEX IN EDUCATION. *See* COEDUCATION; SEGREGATION.
- Sexson, J. A., 1769.
- SEYMOUR, H. C., 1540.
- Shackelford, W. N., 1195, 1657 (18).
- SHAKESPEARE, teaching of, 637.
- Shand, A. F., 1341.
- Shank, Ethel L., 1656 (11).
- Sharpless, Isaac, 827 (16).
- Shaver, F. W., 821 (6).
- Shaw, Elisabeth R., 177 (33).
- Shawkey, M. P., 177 (2), 260, 668.
- Sheats, W. N., 393 (1).
- Sheffield, A. D., 932.
- Sherman, C. E., 817 (10), 817 (14).
- Sherman, E. C., 825 (8).
- Sherman, Ruth B., 555.
- Shewmake, E. F., 1740.
- Shields, T. E., 128, 520, 765, 877, 1598, 1793.
- Shiels, Albert, 2068 (6).
- Short, R. L., 146, 392 (6).
- Shreves, R. M., 1710.
- Shriber, J. H., 997.
- Shuttleworth, C., 242.
- SIBERIA, education, 412.
- Siepert, A. F., 601.

- Siepmann, Otto, 941.
Sies, R. W., 827 (20).
SIGMA XI, 1396.
Silver, E. L., 801 (8).
Simmons, A. T., 1962.
Simon, Th., 2077.
Simpson, M. M., 977.
Sinclair, W. M., 1693.
SINGING, instruction, 643, 1654 (2).
SINGLE-ROOM SCHOOLS, 177 (2), 398 (3), 668, 992, 994.
Sioussat, St. G. L., 447.
Sisson, E. O., 1766 (8).
SIX-AND-SIX PLAN, 819 (2), 1403, 1662 (2), 2006.
See also JUNIOR HIGH SCHOOLS; SEVEN-YEAR ELEMENTARY SCHOOL.
Skeele, Annie C., 1591.
Skinner, H. M., 602.
SLEEP, 1116.
Slemon, E. T., 1096.
Slosson, E. E., 1090.
Sluss, H. O., 1657 (6).
Small, A. W., 1604.
Small, R. O., 801 (10).
Small, Sidney Aylmer-, 433.
Small, W. H., 1671.
Small, W. S., 313, 721 (15), 1361.
Smith, Alice M., 322.
Smith, Anna T., 577 (11), 1301 (30).
Smith, D. E., 1766 (13).
Smith, Mrs. E. F. S., 3 (2).
Smith, F. W., 700 (5), 1031.
Smith, G. M., 1889 (8).
Smith, George, 1290.
Smith, H. B., 23, 1536.
Smith, H. L., 358, 816 (1).
Smith, H. P., 301, 1573.
Smith, H. R., 1196.
Smith, Meredith, 454.
Smith, T. B., 1672.
Smith, T. M., 644.
Smith, W. H., 1846.
Snedden, David, 177 (23), 396 (6), 752 (4), 801 (1), 878, 1741-1742, 1766 (5) (21), 2060.
SNEDDEN, DAVID, 877.
Snell, J. F., 363.
Snow, Mary S., 823 (5).
Snyder, E. R., 1766 (4).
Snyder, H. N., 1165.
Snyder, Henry, 468.
Snyder, Z. X., 177 (50).
Soares, T. O., 1166.
SOCIAL ASPECTS OF EDUCATION, 124-128, 177 (6), 331-335, 396 (1), 398 (2), 462, 517-520, 741-742, 1134-1143, 1306 (12), 1428-1430, 1473 (5), 1608-1611, 1657 (7), 1818-1819, 2030. *See also* HOME AND SCHOOL.
SOCIAL CENTERS. *See* RECREATION CENTERS; SCHOOLS AS SOCIAL CENTERS.
SOCIAL SCIENCE, teaching, 47, 649.
SOCIAL SURVEYS, 1542.
SOCIALISM AND EDUCATION, 585.
Society for the promotion of engineering education, 817.
Society of college teachers of education, 181.
SOCIOLOGY, rural, bibliography, 802 (1); teaching, 634, 948, 1066.
Sommers, H. A., 1658 (1).
Souder, C. D., 570.
SOUTH AMERICA. *See* LATIN-AMERICAN STATES.
SOUTH CAROLINA, teachers, 4 (3).
South Carolina state teachers' association, 4.
SOUTH DAKOTA, education, 1889.
South Dakota educational association, 1889.
Southeast Missouri teachers' association, 398.
Southern association of college women, 182, 818.
SOUTHERN COMMISSION ON ACCREDITED SCHOOLS, 79.
Southern educational association, 819, 1471.
SOUTHERN INDUSTRIAL INSTITUTE, CHARLOTTE, N. C., 1276.
SOUTHERN MOUNTAINEERS, 1109, 1683.
SOUTHERN STATES, education, 805, 1471 (7), 1609.
SPAIN, education, 841.
SPANISH AMERICA. *See* LATIN-AMERICAN STATES.
SPANISH LANGUAGE, teaching, 1941.
Sparks, E. E., 1306 (1).
SPARTANBURG, S. C. TEXTILE INSTITUTE, 1182.
Spaulding, F. E., 177 (20), 700 (3).
Spaulding, T. M., 1567.
SPECIAL CLASSES, 1267, 1666 (19). *See also* DEFECTIVES; EXCEPTIONAL CHILDREN.
SPECIAL STUDENTS, 1662 (5)-(7).
SPELLING, 244, 919-921, 1505, 1715, 1948; simplified, 1308 (4).
Spence, P. S., 1592.
Spillane, Richard, 197.
Spiller, Gustav, 1425.
Spranger, Eduard, 1478.
Springer, F. W., 24.
Springer, Isidore, 708.
SPRINGFIELD, ILL., education, 837; recreation, 2028.
SPRINGFIELD, MASS., kindergarten, 455.
Spry, Walter, 1654 (1).
Spühler, J., 2053.
SQUINTING, 1111.
Squires, V. P., 815 (11).
STANDARDIZATION, high schools, 1012, 1979.
Stanton, B. F., 1311 (4), 1657 (14).
STATE AID, 177 (23), 826 (10).
State association of district superintendents of the state of New York, 1888.
STATE UNIVERSITIES, 94, 96, 176 (1) (6)-(8), 391, 1657 (2).
STATISTICS, university, 176 (3); registration, 696.
Staton, G. D., 1664 (15).
Stearns, R. C., 819 (9).
Stearns, A. E., 329.
Stearns, H. E., 103.
Stearns, W. N., 345, 826 (2).
Steel, Miss K., 972.
Steeper, H. T., 445.
Steffens, Lincoln, 694.
Stelzner, Helene F., 721 (18).
Stephani, G., 726.
Stephani, P., 314.
Stephens, M. B., 395 (4), (6), 811 (7) (14), 812 (1), 1659 (1).
Stern, H., 1711.
Stern, L. W., 616.
Stern, Leo, 1474 (1).
Stern, William, 1502.
Stevens, F. L., 1848.
Stevens, W. Le C., 104.
Stevenson, Morley, 1167.
Stewart, C. A., 330.

- Stewart, Isabel M., 3 (1), 1660 (4).
 Stewart, J. S., 79.
 Stewart, Jane A., 1444.
 Stewart, P. F., 1664 (2).
 Stillich, Oscar, 1482 (V).
 Stillwell, Katherine M., 1687.
 Stimson, R. W., 776.
 Stocker, Augustine, 1653 (3).
 Stockton, H. J., 827 (26).
 Stokes, A. P., 1432, 1568.
 Stone, A. F., 5 (4).
 Stone, C. R., 1687.
 Stone, Julia M., 64.
 Stone, M. S., 801 (3).
 Stone, T. H., 1411.
 Stone, W. E., 1819.
 Stone, W. H., 823 (8).
 STONE TEST, 27.
 Stoner, Winifred S., 879, 1304 (7), 1094.
 Storey, T. A., 721 (17), 1766 (18).
 STORIES AND STORY TELLING, 32, 620, 623, 1661 (5).
 Storm, A. V., 177 (46).
 Stott, R. G., 1657 (3).
 Stout, J. E., 1895, 1981.
 Stout, O. V. P., 680 (3).
 Strachan, Alexander, 1889 (21).
 Straus, O. S., 2075.
 Strayer, D. W., 1743.
 Strayer, G. D., 177 (27), 597, 700 (1), 823 (1) (3), 825 (5).
 Strong, Alice C., 31.
 Strong, Ann G., 1766 (16).
 Strong, Frank, 176 (13), 687.
 Strong, H. A., 1744.
 Strother, J. C., 1657 (16).
 Strout, J. W., 261.
 Strunsky, Simeon, 1487.
 Stuart, D. D. V., *fr.*, 904.
 Stuart, M. H., 177 (38).
 Stuart, R. R., 177 (62).
 Studentisch-pädagogische tagung, Breslau, 603.
 STUDENTS, college, 88, 695, 819 (20), 1050, 1058, 1065, 1391, 1662 (5)-(7), 1786.
 STUDIES. *See* CORRELATION OF STUDIES.
 STUDY, method, 882, 1374; supervised, 14.
 Sturm, Marie, 2071.
 STUTTERING, 316, 889.
 Suban-Mabire, C., 1459.
 SUBNORMAL CHILDREN. *See* DEFECTIVES; EXCEPTIONAL CHILDREN; FEEBLE-MINDED.
 Sudeley, —, 35.
 Sullivan, James, 807 (4), 1766 (14).
 Sullivan, Margaret, 397 (5).
 Summer, C. W., 576.
 SUMMER CAMPS, 914.
 SUMMER SCHOOLS, 1271.
 SUMMER WORK, engineering, 817 (13); surveying, 817 (10).
 SUNDAY SCHOOLS, 133, 342-343, 748, 1163, 1167, 1169, 1620, 2035.
 SUPERINTENDENTS, 398 (7), 710, 1025, 1090, 1666, (12); county, 823 (7)-(8), 1661 (17), 1664 (2) (15), 2001; district, 1888; tenure, 299, 1089.
 SUPERVISION, 490, 825 (5), 997, 1306 (17), 1471 (11); county, 709, 1571, 1656 (9); city, 177 (10); rural, 260, 660 *See also* ATHLETICS, supervision.
 SURVEYING, 817 (10).
 SURVEYS, bibliography, 816; educational, 11, 106, 181 (7)-(9), 190, 198-199, 295, 300, 396 (3), 409-410, 489, 597, 700 (1), 706, 708, 816 (1) (2), 837, 840, 853, 996, 1074, 1185, 1366, 1404, 1473 (1), 1840, 1891, 1971, 1973, 1976, 2005; playground, 1126; recreation, 2028; religious, 1754; rural, 394 (3), 1759-1760; sanitary, 1297, 1543; social, 1542; vocational education, 358, 1840.
 Sutherland, W. J., 243.
 Sutton, W. S., 181 (4), 709, 821 (2), 852, 1664 (9).
 Suzzallo, Henry, 177 (25).
 Swain, Joseph, 177 (28), 815 (1), 1858.
 Swan, L. O., 398 (4).
 Swearingen, J. E., 4 (3).
 SWEDEN, education, 1301 (33).
 Sweeney, J. W., 397 (5).
 Sweeny, Mary E., 819 (17).
 Swift, E. J., 905.
 Swift, H. T., 244.
 SWITZERLAND, education, 390, 819 (1), 1301 (35).
 Syford, Ethel, 52.
 T.
 TACOMA, WASH., defective children, 2078.
 Taft, W. H., 695, 1400.
 TAGORE, R. N., 915.
 Tapper, Thomas, 1745.
 Tarbell, Ida M., 752 (11).
 Tate, W. K., 390, 819 (1), 998, 1473 (2).
 Tavernire, Eugene, 1896.
 TAXATION, 269, 459, 1077, 1661 (18).
 Taylor, A. R., 604.
 Taylor, C. K., 1132, 2034.
 Taylor, E. H., 1503.
 Taylor, E. L., 766.
 Taylor, H. L., 556.
 Taylor, Hoy, 1661 (10).
 Taylor, J. M., 1257.
 Taylor, J. S., 918, 1625, 1999.
 TEACHERS, 4 (3), 80-87, 177 (14) (19) (25), 181, 276, 393 (3), 395 (4), 398 (1), 676, 678, 821 (1), 823 (4), 827 (6), 828 (2), 830 (3), 1306 (3), 1307 (1), 1551-1553, 1658 (2), 1770-1781, 1889 (22), 1983-1992; appointment, 473, 802 (14), 1658 (15); certification, 84, 827 (20), 1022, 1771; efficiency, 177 (21), 1661 (10); high school, 274-275, 826 (3) (4); married women, 87; North Carolina, 1661 (2); pensions, 81, 397 (7), 802 (12)-(13), 1293, 1657 (5), 1889 (8); qualifications, 674, 1302 (3); rating, 909, 1078, 1085, 1303, 1383, 1555, 1772; registration, 676; rural schools, 253, 661, 700 (7), 701 (9), 1664 (3), 1889 (9); salaries, 177 (18) (28), 802 (15), 815 (7), 1026, 1032, 1040, 1298, 1309 (3), 1379-1380, 1774, 1986; training, 67, 177 (34) (50) (51), 255, 274-276, 392 (7), 470-474, 661, 673-679, 700 (5) (7), 701 (7)-(9), 748, 805 (4), 826 (4), 827 (8), 1018-1032, 1259, 1301 (21), 1311 (3), 1378-1384, 1471 (7)-(9), 1550-1556, 1639-1640, 1657 (17), 1658 (3), 1664 (3), 1721, 1761, 1777, 1889 (9), 1987-1989, 1991, 2035, 2094; women, 206, 673, 675.
 TEACHERS' AGENCIES, 1556; state, 181 (6).
 TEACHERS' INSTITUTES, 823 (11), 1311 (4), 1776, 1780-1781.
 TEACHING, 13-25, 177 (16), 202-215, 413-427, 599-604, 855-882, 1292, 1329-1337, 1488-1493, 1681-1698, 1889 (25), 1898-1909.
 TECHNICAL EDUCATION, 531, 540, 693. *See also* INDUSTRIAL EDUCATION; MANUAL TRAINING; PROFESSIONAL EDUCATION; VOCATIONAL EDUCATION.

Teed, A. V., 999.
 Teissier, Joseph, 557.
 TEMPERANCE, 648, 1656 (11).
 Temple, W., 751.
 Tennessee. Supreme Court, 697.
 Tenney, A. F., 529.
 Terman, L. M., 315, 506, 814 (4), 1107, 1116, 1918.
 Terrell, J. B., 672.
 Terrell, R. F., 271.
 Terry, P. W., 245.
 TESTS. *See* MENTAL TESTS; PHYSICAL TESTS. *Also under name of test.*
 TEXAS, rural schools, 1544.
 Texas state teachers' association, 1664.
 TEXTBOOKS, 491, 1661 (12); government control, 1069, 1076, 1473 (3) (4) (8); Ontario, 819 (8).
 TEXTILE INSTITUTE, SPARTANBURG, S. C., 1182.
 Thatcher, O. J., 198.
 THEATER AND EDUCATION, 1472 (2).
 THEMES, 808 (1).
 THEOLOGICAL EDUCATION, 1432.
 THINKING, 829 (8).
 Thom, Reinhard, 1133.
 Thomas, A. D., 827 (22).
 Thomas, Calvin, 1479.
 Thomas, E. K., 516.
 Thomas, F. W., 767.
 Thomas, J. M., 1063.
 Thomas, W. S., 1766 (4).
 Thompson, A. C., 1309 (6).
 Thompson, F. E., 181 (1).
 Thompson, George, 539.
 Thompson, R. R., 821 (3).
 Thompson, W. O., 1311 (8).
 Thornburgh, W. B., 2005.
 Thorndike, E. L., 246, 396 (7), 429, 617, 958, 1712-1713, 1919-1921.
 THORNDIKE SCALE, 1709, 1713.
 Threadgill, Mrs. John, 74.
 THRIFT, training, 1304 (4).
 Thurber, E. A., 880.
 Thwing, C. F., 160, 485, 681 (1), 1064-1065.
 Tierney, R. H., 1336.
 TOBACCO HABIT, 723.
 Tobin, E. J., 815 (8).
 TOBIN, E. J., 73, 1541.
 Tönnies, E., 948.
 Tombo, Rudolf, jr., 289, 696.
 TOMBO, RUDOLF, jr., 1398, 1479.
 TOMSK. UNIVERSITY, 412.
 Tooke, Frances, 180 (6).
 Tout, William, 1746.
 Tower, W. E., 392 (9).
 TOWNSHIP HIGH SCHOOL, DE KALB, 769.
 Tozier, Josephine, 53.
 TRACHOMA, 1109.
 Tracy, Catherine J., 1750.
 TRADE AGREEMENTS, 1445.
 TRADE SCHOOLS, 1666 (17), 1885. *See also* INDUSTRIAL EDUCATION; VOCATIONAL EDUCATION.
 Tränckner, C., 1554.
 Trafton, G. H., 646.
 Traims, A. F., 523.
 TRAVELING LIBRARIES, 384.
 TRAVELING LIBRARY COMMISSIONS, 74.
 Traver, L. R., 262.
 Trendley, Mary, 54.

Trench, G., 598.
 Trettien, A. W., 1121.
 Trever, A. A., 1963.
 Trost, W., 446.
 Troutman, R. B., 1153.
 TRUANCY. *See* DELINQUENCY.
 True, A. C., 802 (1) (2), 2057.
 True, Blanche, 826 (12).
 True, Ruth S., 2083.
 Trusler, H. R., 1088.
 TUBERCULOSIS, prevention and care, 721 (9).
 Tucker, A. C., 316.
 Tucker, Louise E., 583.
 Tucker, R. H., 1658 (23).
 Tuckey, E. N., 1695.
 Tuell, Annie K., 1964.
 Tufts, J. H., 1156, 1618.
 TUITION CHARGES, public schools, 711, 1656 (6).
 TURKEY, education, 2075.
 TUSKEGEE INSTITUTE, 565.
 TUTORIAL CLASSES, university, 377.
 Tuttle, A. E., 829 (1).
 Tuttle, Edith M., 564.
 Twiss, G. R., 1766 (12).
 Tyler, L. G., 1401.
 TYPEWRITING, study, 901.

U.

Underwood, G. B., 1142.
 UNGRADED CLASSES, 1267, 1666 (19). *See also* DEFECTIVES; EXCEPTIONAL CHILDREN.
 UNION HIGH SCHOOL, GRAND RAPIDS, 572.
 UNITED STATES, education, 588, 823 (1), 826 (1), 829 (4), 1309 (5), 1321, 1475 (1), 1664 (8), 1666 (6), 1893, 1895, 1897; government schools, 1301 (28); higher education, 478, 480, 485, 681, 1393; international relations, 1056; navy, educational work, 812 (4); school law, 353, 389, 577 (1), 1088, 1301 (43); territorial possessions, 1301 (29); university extension, 1299.
 United States. Bureau of education, 386, 391, 1301.
 UNITED STATES. BUREAU OF EDUCATION, 189, 587, 1564; Division of higher education, 1567; Library, 1469 (5); publications, 169-173, 386-391, 577-580, 1292-1301, 1877-1885, 2091-2094.
 United States. Commission on national aid to vocational education, 1198, 1893.
 UNITED STATES. DEPT. OF AGRICULTURE, 802 (5) (6), 1304 (10); rural organization service, 802 (3).
 UNITED STATES. DEPT. OF THE INTERIOR, 1304 (12).
 UNIVERSITIES AND COLLEGES, 803 (4), 827 (17), 1033-1067, 2067-2068; Austria, 1399; Bible study, 824 (12); Canada, 281, 699; city, 90, 1663 (2), 2068 (3); crediting, 692; finance, 176 (11), 278, 1057; France, 1052; Germany, 1039, 1788; industrial, 1657 (1); libraries, 833 (2) (3), 1875; Massachusetts, 1054; morality, 477, 681 (5); presidents, 177 (44); registration, 289; religious education, 345; religious life, 131-132, 394 (1), 1157, 1162; special students, 1662 (5)-(7); standardization, 1656 (3); state, 94, 96, 176 (1) (6)-(8), 391, 1657 (2); United States, 485, 681, 1393. *See also* ADMINISTRATION, universities and colleges; COLLEGE PROFESSORS; COLLEGE STUDENTS; DENOMINATIONAL COLLEGES; HIGHER EDUCATION; LAND-GRANT COLLEGES.

UNIVERSITY DRAMA, 1312.

UNIVERSITY EXTENSION, 751, 1299, 1306 (14). *See also* EDUCATION EXTENSION.

UNIVERSITY FARM SCHOOL, DAVIS, CAL., 665.

UNIVERSITY TUTORIAL CLASSES, 377.

Updegraff, Harlan, 397 (10).

V.

VACATION EARNINGS, 143.

VACATION SCHOOLS, 914, 1661 (13).

Valette, R., 379.

Vance, W. McK., 710, 1090.

VANDERBILT UNIVERSITY, 697.

Vandewalker, Nina C., 1301 (7), 1364, 1666 (15).

Van Kleeck, Mary, 2072.

Van Sickle, J. H., 1301 (6).

VAN VLISSINGEN SCHOOL, ROSELAND, ILL., 1720.

VASSAR COLLEGE, 1257.

Vaughan, V. C., 1696.

Vaughn, S. J., 1626, 1665 (13).

Venn, John, 105.

VENTILATION, 114-115, 1666 (13).

VERMONT, education, 199, 484, 840.

VERMONT EDUCATION SURVEY, 409, 597.

Vermont educational commission, 199, 840, 1681.

Vermont state teachers association, 5, 829.

Verrill, A. H., 1449.

VETERINARY MEDICINE, study, 150.

Victoria university of Manchester, Dept. of education, 86.

Vinaya-Kumāra Sarkār, 215.

Vincent, G. E., 687, 1273.

Vinogradoff, Paul, 1682.

VIRGINIA, education, 159, 672.

Virginia. State board of health, 1297.

Virginia. State dept. of education, 1297.

Virginia state teachers' association, 830.

Virginia University, 370, 1297.

VIRGINIA. UNIVERSITY, 370, 559.

Virginia. University. Rural life conference, 980.

VISUAL INSTRUCTION, 910.

Vivaldi-Coaracy, V. de., 1199.

Voaden, J., 1533.

VOCABULARIES, children's, 833.

VOCATIONAL EDUCATION, 137-147, 177, (52) (55) 346-358, 392 (6), 394 (1), 395 (8), 396 (6), 397 (8), 413, 468, 518, 530-541, 564, 596, 776, 800, 805 (2) (6), 811 (10)-(12), 814 (5)-(6), 815 (9) (10), 824 (4) (5), 825 (4), 826 (5), 827 (9), 828 (1), 877-878, 1170-1201, 1219, 1301 (11), 1309 (4), 1326, 1330, 1370 (3), 1433-1446, 1471 (16), 1529, 1621-1626, 1653 (8), 1656 (4) (8), 1657 (6), 1665 (3) (7), 1830-1844, 1893, 2041-2053; bibliography, 1293; dual control, 752 (1) (2); Indiana, 1657 (24); North Carolina, 1661 (19); surveys, 358, 1840. *See also* INDUSTRIAL EDUCATION; MANUAL TRAINING; PROFESSIONAL EDUCATION; TECHNICAL EDUCATION; TRADE SCHOOLS.

VOCATIONAL GUIDANCE, 26, 177 (55), 359-360, 392 (1), 541-544, 580, 752 (7) (10), 768-772, 824 (6), 1202-1208, 1300, 1302 (7) (9), 1447, 1469 (2), 1627-1630, 1666 (3) (10), 1837, 1845-1846, 2054; bibliography, 1293.

Vocational guidance association. *See* National vocational guidance association.

Vogel, P., 187.

Volkmor, Hilda, 1097.

Vuillemin, Paul, 1232.

W.

WAGNER, C. A., 2015.

Wagner, Siegfried, 174 (1).

Waite, E. F., 130.

Waldron, J. A., 1653 (12).

Walker, J. T. A., 721 (7).

Werner, N. W., 1982.

Walkley, R. L., 1878.

Wall, Edward, 698.

Wallas, Graham, 1066.

Waller, O. L., 817 (8).

Wallin, J. E. W., 618, 827 (13), 1117, 1504.

WANDERVOGEL, 1481.

Ward, Clarence, 1067.

Ward, E. J., 1304 (8), 1611.

Ward, Florence E., 61.

Ward, W. B., 1657 (26).

Ward, Wilfrid, 1168.

Wardell, Harriet S., 619, 2014.

Warner, A. B., 1337.

Warner, E. F., 1763.

Warner, J. O., 1241.

Warnock, A. R., 1570.

Warren, H. C., 1794.

Warren, Irene, 1291, 1876.

Warshaw, J., 1308 (2).

Washington, B. T., 1867.

WASHINGTON, D. C., school children, 1593.

WASHINGTON (STATE), education, 401.

Washington (State). University, 853.

Waters, H. J., 802 (7).

Watkins, D. E., 449.

Watson, Foster, 184, 1673.

Watson, R. J., 827 (10).

Watts, R. L., 802 (15).

WATTS, Mrs. ROGER, 740.

Wayland, J. W., 1747.

Weaver, Mrs. C. P., 461.

Weaver, E. W., 129.

WEAVING, 1658 (17).

Webb, Ella G. A., 1118.

Webb, H. E., 540.

Webb, Helen, 1122.

Weber, A. W., 1412.

Webster, A. G., 351.

Weet, H. S., 109.

Weichardt, E., 1965.

Weigle, L. A., 1662 (6).

Weill, Louis, 1966.

Weinberg, Margareta, 317, 1806.

Weiss, A. P., 1714.

Welssenfels, Dr. Hagenbring, 786.

Welch, F. A., 711, 1656 (6).

Welton, James, 1909.

WENTWORTH INSTITUTE, 817 (9).

Wenzlase, G. G., 1889 (9).

Werremeyer, D. W., 823 (14).

Wesbrook, F. F., 699.

West, A. F., 450.

West, J. E., 1304 (5).

West, Michael, 906.

WEST TECHNICAL HIGH SCHOOL, CLEVELAND, OHIO,

146.

Westermann, W. L., 1843.

Western drawing and manual training association,

1665.

WESTERN RESERVE UNIVERSITY, COLLEGE FOR WOMEN, 160.

- Westhoff, F. W., [822 \(1\)](#).
 Wetherby, S. D., 1657 [\(12\)](#).
 Wettstein, Frances, 1264.
 Wetzell, W. A., 177 [\(90\)](#).
 WHEELER-GESELLSCHAFT, 1563.
 Wheelock, C. F., 1549.
 Wheelock, C. W., 1888 [\(5\)](#).
 Wheelock, Lucy, 829 [\(5\)](#).
 Whipple, G. C., 1855.
 Whipple, G. M., 432, 616, 1766 [\(7\)](#).
 Whitaker, Mrs. H. K., [5 \(6\)](#).
 Whitbeck, R. [H.](#), 1362.
 White, D. S., 272.
 White, E. M., 881.
 White, E. V., 1544.
 White, Mrs. Eva W., 752 [\(12\)](#), 1365.
 White, Jessie, 657.
 Whitehead, R. [H.](#), 558, 1223 [\(2\)](#).
 Whitehouse, J. [H.](#), 12.
 Whitney, A. S., 181 [\(3\)](#).
 Whitney, Elizabeth A., 814 [\(6\)](#).
 Whitney, F. L., 469.
 Whitney, Marian P., 818 [\(2\)](#).
 Whitsitt, Rose, 273.
 Whittaker, H. W., 1897.
 Wicke, R., [55](#).
 Widstoe, O. J. P., 1301 [\(18\)](#).
 Wight, J. G., 147.
 Wightman, H. J., 827 [\(2\)](#), 1446.
 Wilber, H. Z., 1967.
 Wilcox, W. [H.](#), 647.
 Wild, Laura [H.](#), 364.
 Wile, Ada, 398 [\(6\)](#).
 Wile, L. S., 721 [\(2\)](#).
 Wiles, E. P., [823 \(9\)](#).
 Wilkie, A. W., 1642.
 Willard, Florence, 1217.
 Willard, Meriel, 1217.
 Williams, A. M., 426.
 Williams, E. [H.](#), 648, 1594.
 Williams, G. [H.](#), 1630.
 Williams, Jessamine C., 1634.
 Williams, M. [H.](#), 1342.
 Williams, Mabel C., 1471 [\(22\)](#).
 Williams, Mary E., 541.
 Williams, N. D., 854.
 Williams, Sherman, 1888 [\(3\) \(16\)](#).
 Williams, Talcott, 1402.
 Williams, W. T. B., 791.
 Williamson, Robert, 1258.
 Williston, A. L., 177 [\(54\)](#), [817 \(9\)](#).
 Wilson, R. N., 1123.
 Wilson, Albert, [25](#).
 Wilson, Elisabeth K., 2087.
 Wilson, G. M., 1844.
 Wilson, H. B., 177 [\(19\)](#), 500, 815 [\(12\)](#), 882, 1697.
 Wilson, L. A., 1201.
 Wilson, L. B., [1305 \(1\)](#).
 Wilson, L. N., 584.
 Wilson, Martha, [1469 \(6\)](#), 1652.
 Wilson, R. [H.](#), 1595.
 Wilson, S. T., 1683.
 Wimms, J. [H.](#), [1169](#).
 Wimple, Dilla E., 1889 [\(10\) \(15\)](#).
 Winch, W. [H.](#), 907, 959, 1505, 1923.
 Winderlich, R., 360.
 Winge, A. P., 1534.
 Winnens, J., 1384.
 Winship, A. E., 177 [\(50\)](#), 200, 801 [\(5\)](#), 969, 1032, 1658 [\(8\)](#).
 Winslow, C. E. A., 115.
 Winter, L. L., 933.
 Winterburn, Florence [H.](#), 1751.
 Wirt, W. A., 397 [\(3\)](#).
 Wirt, William, 1871.
 Wirtz, Heinrich, 1715.
 WISCONSIN, continuation schools, 1275, 1435; high schools, 1666 [\(7\)](#); vocational education, 2042.
 Wisconsin city superintendents' association, 2006.
 WISCONSIN IDEA. See WISCONSIN. UNIVERSITY.
 WISCONSIN STUDENT WORKERS' UNION, 1569.
 Wisconsin teachers' association, 1606.
 WISCONSIN. UNIVERSITY, 376, 378, 651, 1569, 1784.
 Wise, S. S., 566.
 Wiser, W. G., 486.
 Witham, E. C., 908-909, 1555, 1924.
 Witmer, Lightner, 474, 658, 1301 [\(20\)](#), 1306 [\(9\) \(12\) \(16\)](#).
 Witte, K. [H. G.](#), *Pastor*, 427.
 WITTE, KARL, 427.
 Wohlrab, E. G., 247.
 Wolcott, J. D., [1469 \(5\)](#).
 Wolfe, A. B., 487, 649, [681 \(8\)](#).
 Wolfson, A. M., [807 \(2\)](#).
 Wollenhaupt, W. F., 1556.
 Womack, J. P., 75.
 WOMAN, agricultural education, 1211; dress, 827 [\(12\)](#); education, 153-160, 368-370, 559-564, 785-789, 815 [\(6\)](#), 818, 819 [\(23\)](#), 1249-1258, 1458-1459, 1636-1640, 1861-1864, 2069-2072; higher education, 182, 806, 2069; industrial education, 752 [\(11\)-\(13\)](#); Prussia, 2071; teachers, 87, 206, 673, 675. See also COEDUCATION; GIRLS.
 WOMEN'S CLUBS, 1864.
 WOMEN'S TRADE-UNION LEAGUE, 1191, 1256.
 Wood, E. [E.](#), 1657 [\(21\)](#), 1658 [\(12\)](#).
 Wood, G. C., 650.
 Wood, H. A., 1469 [\(1\)](#).
 Wood, Leonard, 802 [\(11\)](#), 1245.
 Wood, Mary [I.](#), 1864.
 Wood, T. D., 177 [\(26\) \(29\)](#).
 Woodburn, E. C., 1889 [\(25\)](#).
 Woodley, F. B., [1307 \(1\)](#).
 Woods, A. F., 1306 [\(20\)](#).
 Woodward, H. A., 821 [\(5\)](#).
 Woodward, R. S., 290.
 Woodworth, L. D., 1222.
 Woolley, E. C., 651.
 Woolley, Mary E., 681 [\(3\)](#), 815 [\(6\)](#).
 WORCESTER HIGH SCHOOL FOR GIRLS, ENG., 788.
 WORKING MEN, education, 751, 752 [\(8\)](#).
 World's student Christian federation, 1157.
 Wormser, L. M., 1856.
 Worst, J. [H.](#), 177 [\(68\)](#), 248, 802 [\(9\)](#).
 Wray, G. B., 1807.
 Wright, G. S., [5 \(1\)](#).
 Wright, H. F., 946.
 Wright, P. B., 1469 [\(4\)](#).
 Wright, R. [H.](#), 1661 [\(19\)](#).
 Wright, Richardson, 412.

WRITING. *See* HANDWRITING.

Wulfling, C. G., 1666 (11).

Wyche, R. T., 1661 (5).

WYNEKEN, G. A., 1484.

Y.

YALE UNIVERSITY, 486, 1568.

Yerker, R. M., 1925.

Yocum, A. D., 82 (17), 177 (20), 395 (2), 652, 712, 1413, 1698.

YOCUM, A. D., 858.

Yoder, W. A., 1430.

Young, C. E., 56.

YOUNG, Mrs. ELLA F., 107, 302.

Young, G. H., 1829.

Young, Laura P., 1143, 1304 (2).

Young, O. O., 1889.

Young, Rose, 87.

YOUNG MEN'S CHRISTIAN ASSOCIATIONS, 72, 136, 176 (7), 993 (3)-(5), 1301 (26), 1867.

YOUTH. *See* ADOLESCENCE.

Z.

Zellers, J. F., 1017.

Zenz, Wilhelm, 188.

Zimmern, Dorothy M., 800.

Zirkle, K. W., 624.



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INTRODUCTORY NOTES.

Some prominent books of the month are the following, the numbers in parentheses referring to the full entries in this record: Bruce, Psychology and parenthood (722); Dickinson, Music and the higher education (734); Wisconsin state board of public affairs, Conditions and needs of Wisconsin's normal schools (761); Deming, Yale yesterdays (766); Sharpless, The American college (776); Wisconsin state board of public affairs, Survey of the University of Wisconsin (779); Horn, Participation of pupils in class-room recitations (793); Mills, American school building standards (799); Lee, Play in education (810); Cope, Religious education in the family (824).

Vol. 1, no. 2, June 1915, of the new periodical, Immigrants in America review, published quarterly by the Committee for immigrants in America, 95 Madison avenue, New York city, contains among its contributions the following articles of special interest: The Y. M. C. A. teaching foreign-speaking men, by Peter Roberts, p. 18-23; Schools in temporary construction camps, by Jane E. Robbins, p. 28-30; The city's responsibility to the immigrant, by Raymond E. Cole, p. 36-41; Survey of adult immigrant education, by H. H. Wheaton, specialist in the education of immigrants, U. S. Bureau of education, p. 42-65.

With this issue, the record suspends publication for the months of July and August. The next number will appear in September.

Only publications of the Bureau of Education are available for free distribution by this office. All others here listed may ordinarily be obtained from their respective publishers, either directly

or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PUBLICATIONS OF ASSOCIATIONS.

688. Association of colleges and secondary schools of the Southern states. Proceedings of the twentieth annual meeting . . . University of Virginia, October 22-23, 1914. Nashville, Tenn., Publishing house of the Methodist Episcopal church, South. 109 p. 8°. (B. E. Young, secretary, Vanderbilt university, Nashville, Tenn.)
Contains: 1. J. C. Walker: The professional standing of teachers, p. 30-39. 2. Elizabeth A. Colton: Report of the committee on the junior college problem, p. 40-49. 3. F. P. Keppel: Economy of time in college education, p. 50-54. 4. T. S. Baker: The place and mission of the private school, p. 57-67. 5. W. H. Davis: Ways and means of increasing the efficiency of the private secondary schools, p. 68-74. 6. A. L. Hall-Quest: Educational values and American needs, p. 75-81. 7. W. S. Learned: The teacher's colleague, p. 92-105.
689. Illinois state teachers' association. Journal of proceedings of the sixtieth annual meeting . . . held at Springfield, Ill., December 29-31, 1913. 192 p. 8°. (G. W. Conn, jr., secretary, Woodstock, Ill.)
Contains: 1. F. G. Blair: From chance to certainty in education, p. 38-42. 2. W. P. Morgan: Is there any science in education, p. 53-61. 3. Eugene Davenport: Blending the technical and the non-technical in education, p. 65-71. 4. L. D. Coffman: The rating of teachers, p. 82-88. 5. W. P. Morgan: Vocational education, p. 100-4. 6. H. J. Barton: The classics in the high schools and colleges of the Middle West, p. 106-12. 7. W. B. Owen: Moral education in the high school, p. 120-24. 8. Zonia Baker: A need of a stronger and more vigorous professional spirit among high school teachers, p. 124-28. 9. C. H. Johnston: Education and the emotions, p. 128-31. 10. C. E. Allen: The place of the humanities in education, p. 134-39. 11. C. E. Holley: The best beginning age, p. 151-55. 12. C. L. Harlan: Relation of size of classes to schoolroom efficiency, p. 155-61. 13. C. H. Taylor: Comparison of the arithmetical abilities of rural and city school children, p. 161-64. 14. W. H. Packard: The attitude of the school toward the teaching of sex hygiene, p. 173-79.
690. Iowa state teachers' association. Proceedings of the sixtieth annual session . . . held at Des Moines, Iowa, November 5-7, 1914. 196 p. 8°. (O. E. Smith, secretary, Indianola, Iowa.)
Contains: 1. J. E. Stout: Tests of educational achievement, p. 27-36. 2. A. M. Deyoe: Public school activities in Iowa, p. 36-51. 3. G. M. Willson: The meaning of the school survey to the city superintendent, p. 59-64. 4. W. S. Hendrixson: Vocational focus in the college course, p. 66-72. 5. J. C. Reed: The training a commercial teacher should have and what he should be expected to do, p. 124-31. 6. Julia W. Abbot: The relation between the kindergarten and the elementary school, p. 135-43.
691. Minnesota educational association. Journal of proceedings and addresses of the fifty-second annual meeting, held at St. Paul, Minn., October 21-24, 1914. Minneapolis, Minn., 1915. 231 p. 8°. (M. E. A. News-letter, vol. 2, no. 1) (E. D. Pennell, secretary, Minneapolis, Minn.) 5 cents postage.
Contains: 1. Henry Suzzallo: The new social point of view in education, p. 64-70. 2. J. B. Davis: Vocational and moral guidance a function of the public schools, p. 71-80. 3. W. T. Foster: The professional spirit, p. 81-88. 4. Theodore Soares: Moral education and world peace, p. 89-95. 5. J. E. Freeman: The school as a moral force, p. 96-101. 6. Florence Kelley: School children who work, p. 123-29. 7. Cora W. Stewart: Moonlight schools in Kentucky, p. 130-38. 8. A. E. Koenig: Suggestions toward standardizing German instruction, p. 155-62. 9. G. J. Miller: Essentials of modern geography and criteria for their determination, p. 166-72. 10. L. L. Everly: Relation of the county superintendent to the teacher, p. 205-10. 11. Caroline Crawford: The place and value of the dramatic arts in education, p. 213-21.

692. **Missouri state teachers' association.** Proceedings of the fifty-third annual meeting . . . held at St. Joseph, Mo., November 12-14, 1914. Bulletin Missouri state teachers' association, 1, nos. 1 and 2, January, April 1915. (E. M. Carter, secretary, Cape Girardeau, Mo.)

Contains: No. 1.—1. Herbert Pryor: The Missouri school survey, p. 37-39. 2. E. M. Violette: Missouri history in the schools, p. 61-67. 3. Bessie M. Whittely: The orchestra in the grade school, p. 74-76. No. 2.—4. H. W. Foght: Efficiency and preparation of rural school teachers, p. 10-13. 5. W. K. Tate: The rural school of the future, p. 34-38. 6. M. A. O'Rear: What are the essentials in a rural school course of eight years, p. 37-41. 7. G. W. Reavis: The relation of the rural school to the needs of the people, p. 48-52. 8. W. K. Tate: Some country schools I have visited, p. 54-58. 9. C. A. Greene: Desirable changes in the present organization of the public schools—the high school, p. 62-67. 10. A. W. Trettlen: Differentiation of the field in universities, colleges and normal schools in the training of teachers, p. 72-78

693. **North Carolina teachers' assembly.** Proceedings and addresses of the thirty-first annual session . . . at Charlotte, November 25-28, 1914. Raleigh, Edwards & Broughton printing co., 1915. 279 p. 8°. (E. E. Sams, secretary, Raleigh, N. C.)

Contains: 1. Marietta L. Johnson: The experiment at Fairhope, p. 56-60. 2. Zebulon Judd: A professional standard for teachers, p. 99-104. 3. N. W. Walker: A high school curriculum without a foreign language. Can such a curriculum be constructed that will put high school graduates into North Carolina colleges without condition? If not, why not? p. 160-79. 4. I. C. Griffin: Normal training in high schools, p. 195-200. 5. Suggestions for the training of teachers in service—From the viewpoint of the teacher [by] Antoinette Black, p. 200-2; From the viewpoint of the principal [by] J. M. Davis, p. 202-5; From the viewpoint of the normal school [by] R. A. Merritt, p. 205-7; From the viewpoint of the college [by] H. W. Chase, p. 207-8; From the viewpoint of the state department of education [by] N. C. Newbold, p. 208-11. 6. W. S. Pratt: The problems of standardization, p. 219-30. 7. T. P. Harrison: How can men be retained in the teaching profession? p. 233-38. 8. N. W. Walker: Permanent certificates for professional teachers, p. 241-59.

694. **Pennsylvania educational association.** County superintendents' department. Proceedings of the twelfth annual meeting at Harrisburg, December 29-30, 1914. Pennsylvania school journal, 63: 442-62, April 1915.

Contains: 1. R. O. Welfling: What constitutes a standard one-room school? p. 442-44. 2. F. E. Shambaugh: Standards in the recitation, p. 444-47. 3. T. A. Bock: Necessity for closer supervision, p. 447-50. 4. Frank Koehler: Professional training for young teachers, p. 450-53. 5. I. H. Mauser: How shall we get professionally trained teachers in the schools? p. 454-56. 6. Orton Lowe: Importance of rural schools of methods, p. 456-59. 7. T. S. Davis: How to keep pupils in school, p. 459-61.

695. **Pennsylvania educational association.** Department of city and borough superintendents. Proceedings of the thirty-fifth annual session at Harrisburg, December 29-30, 1914. Pennsylvania school journal, 63: 431-41, April 1915.

Contains: 1. C. F. Hoban: The salary question, p. 431-32. 2. G. E. Zerfoos: The grading of pupils, p. 433-35. 3. F. W. Wright: Waste or by-product from our elementary schools, p. 435-39. 4. I. B. Bush: Efficiency tests as applied to the work of the public schools, p. 440-41.

696. **Pennsylvania. University.** Schoolmen's week. Papers read at the meetings, April 13-17, 1915. Old Penn, 13: 997-1043, May 8, 1915.

Contains: 1. J. R. Smith: The rural school and rural life, p. 998-1000. 2. N. C. Schaeffer: More money for public schools, p. 1000-1002. 3. T. H. Briggs: The junior high school. Its advantages and disadvantages, p. 1002-7. 4. George Wheeler: The adaptability of the junior high school to large cities, p. 1007. 5. P. M. Harbold: Minimum standards for beginning teachers in rural schools of Pennsylvania, p. 1008-9. 6. G. M. Phillips: The normal schools as agencies for the preparation of rural teachers, p. 1010-12. 7. H. W. Foght: Rural teacher training through secondary schools, p. 1012-15. 8. H. W. Foght: Course of study in the rural schools, p. 1015-16; Discussion, p. 1016-18. 9. J. W. Sweeney: The county vs. the township as the local unit of school administration in Penn-

- sylvania, p. 1018-20. 10. A. C. Monahan: The relative advantages of the township and the county unit of organization for school administration, p. 1023-26. 11. C. N. Kendall: What should go into a city superintendent's report? p. 1026-30; Discussion, p. 1030-32. 12. O. P. Cornman: Standardization of educational records and reports, p. 1032-34. 13. J. H. Van Sickle: Individual vs. mass teaching in the elementary schools, p. 1034-35. 14. Harlan Updegraff: The measurement of the progress of pupils through the school, p. 1035-36.
697. South Dakota educational association. Proceedings of the thirty-second annual session. Held at Deadwood, October 21-23, 1914. Mitchell, S. D., Published by the Executive committee. 317 p. 8°. (J. C. Lindsey, secretary, Mitchell, S. D.)
- Contains: 1. W. I. Early: A factor of educational efficiency, p. 42-51. 2. C. H. Lugg: State superintendent of public instruction, p. 52-61. 3. Lilly M. E. Borresen: Organization of high school libraries, p. 101-7. 4. B. E. McProud: The interdependence of the high school and the college, p. 113-20. 5. E. K. Eyerly: The university and the state, p. 121-27. 6. H. C. Souder: How may we increase the number of eighth grade graduates? p. 138-41. 7. W. F. Bushnell: The relation of the school teacher to the physician, p. 187-96. 8. D. Mae Miller: Cooperation of music supervisor and teachers, p. 226-33. 9. Loretta McElburry: Aim and scope of a state course of study in sewing for rural and elementary schools, p. 245-52.

EDUCATIONAL HISTORY.

698. Hierl, Ernst. Die entstehung der neuen schule; geschichtliche grundlagen der pädagogik der gegenwart. Leipzig und Berlin, B. G. Teubner, 1914. 211 p. 8°.
- A book which leads the reader to a real understanding of the personal and impersonal factors which have worked toward the creation of "the new school." While the historical account is confined to German education, the general features of the educational movement depicted and the conclusions drawn are of universal significance and application.
699. Jernegan, Marcus W. The beginnings of public education in New England. School review, 23:319-30, May 1915.
- An interesting historical sketch. Effects of environment and general economic conditions in molding education in New England.
700. Kerschensteiner, Georg. Führende pädagogen der gegenwart über sich selbst. II. Zwanzig jahre im schulaufsichtsamt. Ein rückblick. Archiv für pädagogik. I. teil. Die pädagogische praxis, 3:97-118, February 1915.
- Kerschensteiner's retrospect of his work.

CURRENT EDUCATIONAL CONDITIONS.

701. Ayres, Leonard P. School surveys. School and society, 1: 577-81, April 24, 1915.
- Takes up the survey movement and the definite characteristics of school surveys.
702. Bobbitt, John Franklin. The San Antonio public school system; a survey conducted by J. F. Bobbitt. San Antonio, Tex., The San Antonio school board, 1915. iv, 257 p. diagrs. 8°.
703. Gast, Paul. Wissenschaft und auswärtige kulturpolitik. Akademische rundschau, 3:228-37, April 1915.
- An account of the work, present and prospective, of the "Deutsch-Süd-amerikanische Institut," founded 1912, at Aachen.
704. Hardy, Edward L. The elementary school and the financial situation in California. Sierra educational news, 11:224-34, April 1915.
705. Murray, Gilbert. German scholarship. Quarterly review (London), 223: 330-39, April 1915.
- One of a series of articles on German "kultur." Says: "In sheer straightforward professional erudition Germany easily leads the way." Points out differences between English and German intellectualism.

706. National education and the war. *School world* (London), 17:161-69, May 1915.

A symposium dealing with systems of education which have been built up by the belligerent nations, especially the British and German systems. Effects upon national character, etc.

707. Nötzel, Karl. Das heutige Russland. Zur entwicklungsgeschichte der russischen seele. *Deutsche rundschau*, 41:92-113, 218-39, April, May, 1915.

An understanding and sympathetic interpretation, historical in form, of the social, intellectual, and spiritual life of Russia.

708. Richter, Johannes. Weltkrieg und erziehungsreform. *Arbeitsschule*, 29:11-20, January 1915.

One of the more sane and thoughtful articles on the aims of education after the conclusion of the European war.

709. Sargeant, Ide G. Vermont and the Carnegie survey. *Journal of education*, 81:508-11, May 13, 1915.

The writer in this article criticises Dr. Pritchett for his words on the Vermont situation which appeared in the *North American review* for April.

710. Schremmer Wilhelm. Was lehrt uns der krige? *Neue bahnen*, 26:280-85, April 1915.

The war proves the need of, 1, obedience; 2, ideals; 3, the "einheitschule": "a genuine national education built from the foundation up, and recognizing the unity of the people and the equality of all citizens"; 4, the recognition that there are educators besides the school; 5, the physical fitness of youth.

711. Walzel, Oskar. Zukunftsaufgaben deutscher kultur. *Internationale monatschrift für wissenschaft, kunst, und technik*, 9:687-714, March 1915.

An interpretation of the German mind by one of the leading historians of German literature.

PEDAGOGICS AND DIDACTICS.

712. Bachman, Frank P. The quality of instruction versus the subject-matter of instruction. *Elementary school journal*, 15:491-97, May 1915.

Discusses the findings of school surveys recently made; causes assigned for poor instruction; and intimations of a more basic cause. Takes up subject of textbooks on history. Form of teaching gravitates toward "the level of appeal to memory and mechanical drill."

713. Conrad, Otto. Die höherbildung der rasse als aufgabe der pädagogik. *Deutsche schule*, 19:22-27, January 1915.

Sketches the pedagogical ideas of Jean Marie Guyau as expounded in his book "*Éducation et hérédité*" (1887) and compares Guyau's social standpoint with the individualistic standpoint of Nietzsche.

714. Gansberg, Fritz. Grundgedanken der modernen pädagogik. *Neue bahnen*, 26:159-76, January/February 1915.

An exposition of the fundamental principles of modern pedagogy—dictated by the needs of modern society, but as yet far too little realized in educational practice.

715. Hémon, Félix. La pédagogie de Pécaut d'après de nouveaux documents. (1^{re} article.) *Revue pédagogique*, 66:129-44, March 1915.

716. Kaufmann, Paul. Die grundgedanken der pädagogik Fr. W. Foersters—Darstellung und beurteilung. *Pädagogische warte*, 22:235-40, 287-92, March 15, April 1, 1915.

Paper says: "To the intellectualism, universalism, and 'politicism' (over-stressing of the idea of the state and subordination of the individual) of Hegel, contemporary pedagogical reform opposes demands for the *arbeitsschule*, for art education, for individualistic and moral pedagogy. Fr. W. Foerster is the representative of this tendency."

717. Lincoln, Lillian I. Everyday pedagogy, with special application to the rural school. Boston, New York [etc.] Ginn and company [1915] viii, 310 p. 12°.

718. **Wapler, ———.** Die frage nach einem einheitlichen ziel der erziehung im hinblick auf die spannungen und gegensätze im modernen kulturleben. *Pädagogische warte*, 22:189-98, March 1, 1915.
A philosophical consideration of the possibility of a coherent aim of education, allive to the "winds of doctrine" and "streams of tendency" of contemporary times.
719. **Warstatt, Willi.** Der geist des Pfadfinders und Wandervogels. *Säemann*, heft 12:426-32, February 1915.
"Among the educative forces outside of family and school which have, within recent times, exerted an influence upon [German] youth, two are among those of first rank: the 'Pfadfinderbund,' upon the one hand, and the 'Wandervogel' upon the other."
The author draws an acutely and philosophically conceived distinction between the two organizations with respect to the spirit that informs them.
720. **Wills, E. V.** The educational theories of Friedrich Nietzsche. *Virginia journal of education*, 8:427-30, April 1915.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

721. **Ayres, Leonard P.** A measuring scale for ability in spelling. New York city, Division of education, Russell Sage foundation [1915] 58p. fold. chart. 12°.
722. **Bruce, H. Addington.** Psychology and parenthood. New York, Dodd, Mead & company, 1915. 293p. 12°.
Reviews and unifies, in non-technical language, the findings of modern psychology which bear especially on the laws of mental and moral growth. Author maintains that by making certain reforms, it is entirely feasible to develop mental and moral vigor in the mass of mankind to an astonishing degree.
723. **Cellérier, L.** La lutte pour la vérité (Hygiène de la vérité. Traitement du mensonge). *Éducation*, 7: 10-24, March 1915.
A psychological and pedagogical study of children's lies.
724. **Hintermann, O.** Die untersuchungen des psychologischen institutes über die geistige entwicklung der schulkinder. *Pestalozzianum*, n. f., 12: 1-6, January 1915.
States conclusions of psychological investigations conducted at the psychological institute of the University of Zurich, as follows: 1. The development of the number concept in children (K. Brandenberger. *Die zahlenfassung beim schulkinde*. Beiträge zur pädagogischen forschung, hrsg. v. Brahn und Dörning. Leipzig 1914). 2. The development of the faculty of judgment. 3. Learning to read according to the analytic and synthetic methods. 4. The development of space perception. 5. The course of study in natural sciences in the upper grades (7th and 8th classes).
725. **Simpson, B. R.** Reliability of estimates of general intelligence, with applications to appointments to positions. *Journal of educational psychology*, 6: 211-20, April 1915.
"An experimental study of the ranking of college graduates, and a suggested application of the method to the work of college appointment bureaus in the task of recommending men for positions."

SPECIAL METHODS OF INSTRUCTION.

726. **T., M.** Le cinématographe un danger intellectuel et moral pour l'enfance : à propos d'une enquête récente. *Éducation*, 7: 30-38, March 1915.
Résumé of a brochure by Vital Plais, "L'Enfant et le cinéma," Brussels, 1914, which is based upon an international inquiry by the Société belge de pédotechnie on the intellectual and moral effects of the "movies." The findings and conclusions of the inquiry were published in the *Revue de pédotechnie*.

SPECIAL SUBJECTS OF CURRICULUM.

- 727. Association of high school teachers of English of New York city.** Reports of committees: Bulletin XVI, May 1915. 59p. 8°.
Contains: 1. R. T. Congdon: Some forms of co-operation in English composition teaching, p. 3-9. 2. Report of the committee on co-operation, p. 9-18. 3. G. P. F. Hobson: Co-operation between English and Latin, p. 19-22. 4. J. E. Peabody: Co-operation between English and biology, p. 22-25. 5. Maude M. Frank: Report of the committee on literature in the high school, p. 31-37. 6. Report of the committee on public speaking and dramatics, p. 45-49.
- 728. Association of history teachers of the Middle States and Maryland.** Proceedings of the meetings held in 1914 at Trenton, N. J., and New York, N. Y. No. 12. 105p. 8°. (Edgar Dawson, secretary, Hunter college, New York, N. Y.)
Contains: 1. C. N. Kendall: The teaching of local history in the schools, p. 9-17; Discussion, p. 17-18. 2. A. C. Howland: The teaching of military history in the schools, p. 28-31. 3. S. B. Howe: Should military history be taught in our schools and colleges? p. 32-37. 4. J. H. Latané: The significance of local history, p. 38-43. 5. William Fairley: History teachers for secondary schools, p. 69-79; Discussion, p. 79-92.
- 729. Music supervisors' national conference.** Eighth annual meeting at Pittsburgh, March 22-26, 1915. A summarized report of the sessions. School music, 16:19-50, March-April 1915.
Contains: 1. Earl Barnes: The relation of rhythmic exercises to music, p. 25-26, 28, 30. 2. P. P. Claxton: The place of music in national education, p. 30, 32, 34, 36. 3. K. W. Gebrkens: Ultimate ends in public school music, p. 44, 46, 48, 50.
- 730. Abbott, Allan.** A course of study in English for a metropolitan academic high school. Teachers college record, 16:13-31, May 1915.
A study in the development of a course of study to meet particular social needs. The course outlined in the article was planned and in its main features carried out in the Horace Mann high school during the winters of 1912-1914.
- 731. Bate, W. G.** An experiment in teaching a course in elementary sociology. School review, 23:331-40, May 1915.
A high school course in sociology and social problems. Satisfactory results attained in Mankato high school, Minnesota. Gives an outline of the course.
- 732. Chandler, Frank W.** A creative approach to the study of literature. English journal, 4:281-91, May 1915.
The author has been conducting a course in literary appreciation at the University of Cincinnati. He assigns for study various types of literature and the pupils give oral and written reports on what they have read. They endeavor to express the spirit of the poems they have read in verses of their own. "Critical interpretation and appreciative creation complement each other."
- 733. Conrad, Otto.** Fr. W. Foerster's idee der staatsbürgerlichen erziehung. Zeitschrift für lateinlose höhere schulen, 26:71-77, February 1915.
A brief exposition and a criticism of the leading ideas expounded by Foerster in his book: "Staatsbürgerliche erziehung. Prinzipienfragen politischer ethik und politischer pädagogik." 2d ed. 1914.
- 734. Dickinson, Edward.** Music and the higher education. New York, C. Scribner's sons, 1915. 234 p. 12°.
CONTENTS.—Prelude: In a college music room.—1. The college and the fine arts.—2. Music in the college.—3. Teacher and critic: his preparation and his method.
- 735. Dunn, Arthur William.** By what standard shall we judge the value of civic education? Boston teachers news letter, 3:4-10, May 1915.
Read before the American Institute of Instruction, July 1914.
- 736. Gammans, Harold W.** The pupil who falls in secondary school English; how to teach him. Education, 35:565-70, May 1915.
Continued from February number. Value of supplementary reading to arouse interest, etc.

737. Handschin, Charles H. Problems in teaching modern languages. *Education*, 35:597-600, May 1915.
Advocates exercises in direct method based on the text; also texts dealing with the best authors.
738. Hosc, James Fleming. The essentials of composition and grammar. *School and society*, 1:581-87, April 24, 1915.
A paper read before the Department of superintendence of the National education association, at Cincinnati, Ohio, February 28, 1915.
Discusses the different scales and tests in composition and grammar.
739. Latham, Azubah J. The making of a festival, with some account of the Teachers college festivals of 1914 and 1915. *Teachers college record*, 16:44-60, May 1915.
740. Leavitt, Frank M., and Brown, Edith. History for prevocational boys. *Elementary school journal*, 15:463-75, May 1915.
Outlines course of study, purport being to give children an elementary appreciation of the evolution of the worker, particularly an understanding of the organizations of labor and capital as they exist today, and kindred topics.
Gives list of references: p. 474-75.
741. Mackie, Ransom A. The value of history. *Education*, 35: 560-64, May 1915.
Discusses the purpose and value of teaching history.
742. Walker, N. W. High school pupils tested on spelling. *North Carolina high school bulletin*, 6:70-76, April 1915.
A test conducted in the high schools of North Carolina. Gives the words used and the per cent of times each word was spelled correctly.

RURAL EDUCATION.

743. McBrien, J. L. Ideals in rural education. *Arkansas teacher*, 3: 2-4, May 1915.
744. ———. Teacher-training for rural schools in public high schools of the United States. *American school board journal*, 50:30, 32, 34-35, May 1915.
Also in *Missouri school journal*, 32:204-10, May 1915.
745. Osborn, Harriet B. The improvement of rural school grounds and interiors. *Education*, 35:555-59, May 1915.
Enough land should be provided for a school garden and a suitable playground. Advocates closer relations between the school and the grange.
746. Uriot, G. La dépopulation des campagnes. Ses causes. *L'école peut-elle y porter remède?* *Revue pédagogique*, 66:145-56, March 1915.
"To accomplish this delicate task"—of staying depopulation of the rural districts through emigration to the city and through decline of the birthrate—"it is necessary that the teacher himself be country-bred, one who knows and loves the fields."

SECONDARY EDUCATION.

747. Angell, James R. The junior college movement in high schools. *School review*, 23:289-302, May 1915.
Based upon data obtained from nineteen universities and seven colleges, members of the North central association, or institutions of like character. Thinks that such colleges will bring opportunities for advanced vocational training to thousands of students.
748. Douglass, Aubrey Augustus. The present status of the junior high school. *Pedagogical seminary*, 22: 252-74, June 1915.
749. Hoblit, Merritt L. The high school unit: quantity, quality, and credit. *School review*, 23:303-6, May 1915.
Says that a unit of high school work is very difficult to define in any other than a quantitative way.

750. **Inglis, Alexander.** A fundamental problem in the reorganization of the high school. *School review*, 23: 307-18, May 1915.

Says that the six-year high school plan will solve many of the perplexing problems in school organization, most of which center around the seventh and eighth grades of the elementary school and the first year of the high school.

751. ———. The socialization of the high school. *Teachers college record*, 16: 1-12, May 1915.

752. **Puncheon, Katharine E.** High school programme of studies: constants and electives. *Pennsylvania school journal*, 63: 477-81, May 1915.

The writer is convinced that boys and girls of high school age accomplish more on a rather carefully prescribed course of study, wisely and judiciously administered. Thinks that to open a system of free election or even comparatively free election to high school students cannot bring good results.

753. **Snedden, David.** High schools—new and old. *School and society*, 1: 621-26, May 1, 1915.

Notes of an address given by Commissioner David Snedden, of Massachusetts, before the Philadelphia high school teachers' association, March 20, 1915.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

754. **Brown, Elmer Ellsworth.** University departments and schools of education. *Old Penn*, 13: 943-46, April 24, 1915.

Lecture delivered under the auspices of the School of education of the University of Pennsylvania.

755. **Green, Clyde C.** The promotion of teachers on the basis of merit and efficiency. *Journal of education*, 81: 482-83, May 6, 1915.

Address delivered before the Department of Superintendence, National education association, February 1915.

Also in *School and society*, 1: 705-9, May 15, 1915.

756. **Hodgson, Elizabeth.** Equal salaries for men and women teachers. *Education*, 35: 571-77, May 1915.

Says that equal salaries for men and women almost "inevitably means lowering the present level for men, driving into other work many of the best ones now teaching." Cites sociological reasons for employing more male teachers in grammar and secondary schools.

757. **Meierhofer, Hans.** Morbidität und mortalität der lehrer. *Schweizerische blätter für schulgesundheitspflege und kinderschutz*, 13: 49-52, April 1915.

Statistics gathered in Zurich, 1912, 1913, and 1914, which give occasion for interesting comparisons and conclusions. Age and sex of teachers are considered as important factors.

758. **Moore, V. B.** Legal rights of patrons and teachers in public schools. *School and home*, 7: 8-9, May 1915.

Considers the authority of the teacher under three headings: Authority at the school; Authority on the way to and from school, and, Authority at home.

759. **National council of teachers of English.** Preparation of high-school teachers of English. A report of a committee of the National council of teachers of English. *English journal*, 4: 323-32, May 1915.

Questionnaires were sent to high-school teachers of English. This report presents the tabulation and analysis of the returned questionnaires.

760. **Strong, Edward K., jr.** Teacher training. *School and society*, 1: 587-93, April 24, 1915.

Read before Section L of the American association for the advancement of science, Philadelphia, December 30, 1914.

761. **Wisconsin.** State board of public affairs. Conditions and needs of Wisconsin's normal schools. Report of cooperative survey, by A. N. Farmer, director. Issued by the State board of public affairs, December, 1914. Madison, Wis., Democrat printing company, state printer [1914] 653 p. fold. maps, diagrs. 8°.

HIGHER EDUCATION.

762. **American association of collegiate registrars.** Proceedings of the fifth annual meeting . . . Richmond, Va., February 24-25, 1914. Lexington, Ky., The University press. 72 p. 8°. (Miss Mary Scott, secretary, Galesburg, Ill.)

Contains: 1. A. M. Mann: Should the registrar determine the kind and amount of advanced credit that an applicant shall receive on the basis of college work done elsewhere? p. 9-13. 2. A. H. Espenshade: The best way to deal with applicants who have been "dropped" by other colleges (a) for poor scholarship (b) for misconduct, p. 13-23. 3. C. M. McConn: The question of statistics. What statistics should be kept by a registrar's office, and what provision should be made for publishing them, p. 25-35. 4. A. A. Bacon: Should the registrar in a small college be a teaching member of the faculty? p. 39-43. 5. E. H. Davis: To what extent, if at all, should the registrar be a disciplinarian? p. 52-54. 6. A. H. Parrott: Should the registrar do any teaching? What, if any, benefits are to be gained by his doing so? p. 54-57.

763. **American sociological society.** Papers and proceedings, ninth annual meeting, held at Princeton, N. J., December 28-31, 1914. Vol. IX. Freedom of communication. Chicago, Ill., The University of Chicago press [1915] 202 p. 8°.

Contains: 1. U. G. Weatherly: Freedom of teaching in the United States, p. 133-49. 2. H. S. Pritchett: Reasonable restrictions upon the scholar's freedom, p. 150-59. 3. Discussion by F. L. McVey, E. B. Gowin, C. C. North, Scott Nearing, E. A. Ross, E. L. Earp, Maurice Parmelee, p. 159-68. 4. Preliminary report of the joint committee on academic freedom and academic tenure, p. 170-76. 5. Report of the committee on sociology in the training of teachers, p. 176-83.

764. **Bourne, Randolph S.** Democracy and university administration. Educational review, 49:455-59, May 1915.

Says that the modern university is confronted with the same problems as the modern state—the "struggle between autocratic officers of administration and the democratic personnel of the faculties . . . The faculties must understand that their function is to determine the educational end to be realized. The officers must be left free to realize it with the machinery they find advantageous."

765. **Crawford, William H.** Place and function of the denominational college. Educational review, 49:445-54, May 1915.

Says there are signs of a renaissance of the denominational colleges. With secularism at full tide, there is a decided need for such institutions.

766. **Deming, Clarence.** Yale yesterdays. New Haven, Yale university press, 1915. xvi, 254 p. illus. 8°.

Edited by members of the author's family, with a foreword by Henry W. Farnam.

767. **Dillard, James Hardy.** Colleges and democracy. School and society, 1: 697-700, May 15, 1915.

The writer thinks that the preponderating influences about our colleges are anti-democratic, and that a change in the direction of rigidity of standard would tend to restore intellectual work to its proper place of precedence, and would go far in doing away with influences that are aristocratic in their tendency.

768. **Graham, Edward Kidder.** Inaugural address at the University of North Carolina. School and society, 1:613-21, May 1, 1915.

Delivered on April 21, 1915, on the occasion of the author's installation as president of the University of North Carolina.

Discusses the function of a state university.

769. **Hall, G. Stanley.** Medieval and modern universities. Catholic educational review, 9: 404-23, May 1915.

Also in Pedagogical seminary, 22: 275-89, June 1915.

Address delivered at the celebration of the twenty-fifth anniversary of the Catholic university of America.

770. **Jordan, David Starr.** Stanford's foundation ideals. School and society, 1: 685-97, May 15, 1915.
 Founders' day address, delivered by Chancellor Jordan, May 9, 1915.
 History of the foundation and growth of Leland Stanford Junior university.
771. **Macbride, Thomas H.** Duplication in separate schools of higher learning, supported by the state. [Burlington, Vt., Free press printing company, 1915] 20 p. 8°.
 An address delivered before the National association of state universities, Washington, D. C., November 10, 1914, by the president of the State university of Iowa.
772. **McCormick, S. B.** Shall the denominational or independent college ask for state support? Christian student, 16: 43-48, May 1915.
 Address before the Association of American colleges, Chicago, January 14-16, 1915.
 Gives reasons why an independent or denominational college should not seek or accept state aid.
773. **Massachusetts. Board of education.** Report of the Board of education relative to the establishment of a state university. Boston, Wright & Potter printing co., state printers, 1915. 43 p. 8°. ([General court 1915] House [Doc.] no. 485.)
774. **Reinsch, Paul S.** The inner freedom of American intellectual life. North American review, 201: 733-42, May 1915.
 The free development of scientific teaching. Cooperation between the state governments and the state universities.
775. **Schmidkunz, Hans.** Akademische weltpolitik. Akademische rundschau, 3: 255-65, April 1915.
 Discussion, by the secretary of the "Gesellschaft für hochschulpädagogik," of a number of reforms and extensions of German university teaching. Foreign experience is utilized.
776. **Sharpless, Isaac.** The American college. Garden City, New York, Doubleday, Page & company, 1915. ix, 221 p. 12°.
 The object of this book is "to give to the general reader a fair idea, hiding neither blemishes nor virtues, of that peculiarly national institution, the American college, as distinct from the university and technological school."
777. **Stansell, Charles V.** Some other aspects of freshman knowledge. Forum, 53: 621-26, May 1915.
 Says that education, in any stage, should be "mental discipline induced and supervised by men of vision." Cf. article by Masseck in Forum, 52: 899-902, December 1914.
778. **Taft, William H.** Address before the Department of superintendence, National education association, Cincinnati. Southern school journal, 26: 4-9, May 1915.
 Advocates enlarging the Bureau of education into a National university.
779. **Wisconsin. State board of public affairs.** Report upon the survey of the University of Wisconsin. Madison, Wis., State board of public affairs [1915] 957 p. 4°.
 Appendices: W. H. Allen's report to the board, E. C. Branson's report to the board, comment by committee of University faculty upon report of investigators.
780. ———. Survey summary re University of Wisconsin, containing the portion thus far released by the State board of public affairs as submitted December 1, 1914, by William H. Allen. Madison, Wis., Wisconsin efficiency bureau, 1915. 107 p. 8°.
 CONTENTS.—Scope and method of the survey.—II. What its university means to Wisconsin.—III. Earmarks of efficiency and progress.—IV. Opportunities for increasing efficiency.

SCHOOL ADMINISTRATION.

781. **Brown, George A.** Boards of education versus school boards. School and home education, 34:322-25, May 1915.

Discusses the subject of the dual system of administering vocational education and the place of a board of education in a democracy.

782. **Carroll, Charles.** School law of Rhode Island. Providence, E. L. Freeman co., state printers, 1914. 109 p. 8°. (Rhode Island educational circulars)

CONTENTS.—chap. I. The development of Rhode Island school law.—chap. II. The Rhode Island school system.—chap. III. Rhode Island school law.

783. **Luqueer, Frederic L.** Self-accounting in supervision. Educational review, 49:460-68, May 1915.

Presents a record blank to serve in developing self-directed efficiency.

784. **Mathews, John M.** A report on educational administration, prepared for the Efficiency and economy committee, created under the authority of the 48th General assembly, state of Illinois. [Chicago] 1914. 83 p. 8°.

785. **Maxwell, William H.** How to determine the efficiency of a school or a school system? American school board journal, 50:11-12, 73-74, May 1915.

Address before the Department of superintendence, National education association, February 27, 1915.

The writer thinks that owing to the fact "that it is extremely difficult to segregate the influence of the school, the home, the church, and society, and that children vary enormously in ability, it follows that there is no absolute test of teachers' work."

786. The Minneapolis schools business survey. American school board journal, 50:21-22, 63-64, May 1915.

"The first strictly business survey of a city school system to be undertaken, was that completed in February in Minneapolis. This survey was conducted by Mr. F. S. Staley, Director of the Bureau of municipal research of the Minneapolis civics and commerce association . . ."

This article gives a summary of the findings and recommendations of the survey.

787. **Moore, Ernest C.** The administration of the public schools of New York city. Educational review, 49:469-88, May 1915.

An able critique of public-school administration in New York city, based upon recent investigations, the Moore report, and the Goodnow-Howe report.

788. **Pearse, C. G.** Gary, the city which has seen a great light. American school, 1:104-7, April 1915.

An account of the schools of Gary, Indiana.

789. **Smith, H. P.** The accounting system of a small city district. American school board journal, 50:15-16, 73, May 1915.

790. **Taylor, Joseph S.** Report on Gary (Indiana) schools. Educational review, 49:510-26, May 1915.

Says that the Gary plan deserves special consideration in a borough like the Bronx (New York city) where school congestion is a serious matter. Declares emphatically that the Gary plan, due allowance being made for imperfections, is "the most remarkable educational experiment the world has seen since Pestalozzi."

SCHOOL MANAGEMENT.

791. **Chancellor, William E.** Written examinations: the scientific view. Journal of education, 81:451-56, April 29, 1915.

792. **Elliott, Charles Herbert.** Variation in the achievements of pupils; a study of the achievements of pupils in the fifth and seventh grades, and in classes of different sizes. New York city, Teachers college, Columbia university, 1914. 114 p., 1 l. diagrs. 8°.

Thesis (Ph. D.)—Columbia university, 1914.

Published also as Contributions to education, Teachers college, Columbia university, no. 72.

Bibliography: p. 109-114.

793. **Horn, Ernest.** Distribution of opportunity for participation among the various pupils in class-room recitations. New York city, Teachers college, Columbia university, 1914. v, 40 p., 1 l. 8".
Thesis (Ph. D.)—Columbia university, 1914.
Published also as Contributions to education, Teachers college, Columbia university, no. 67.
794. **Kelley, Truman Lee.** Educational guidance; an experimental study in the analysis and prediction of ability of high school pupils. New York city, Teachers college, Columbia university, 1914. vi, 116 p., 1 l. diagrs. 8".
Thesis (Ph. D.)—Columbia university, 1914.
Published also as Contributions to education, Teachers college, Columbia university, no. 71.
795. **Hall-Quest, Alfred L.** Present tendencies in supervised study. Educational administration and supervision, 1: 239-56, April 1915.
796. **Pittenger, Benjamin F.** Scientific studies of the marking system. American schoolmaster, 8: 145-57, April 1915.
Bibliography: p. 156-57.
797. **Snow, Lillian M.** Outline of a plan for use in the making of schedules in educational institutions. Educational review, 49: 527-31, May 1915.

SCHOOL ARCHITECTURE.

798. **Balthis, Frank K.** Beautify the school ground. American school board journal, 50: 13-14, 72-73, May; 19-20, 79, June 1915.
"The author of this article is a landscape gardener of many years experience. As gardener for the Northern Illinois state normal school he has given especial attention to the beautification of school grounds."—Editor.
799. **Mills, Wilbur Thoburn.** American school building standards. [2d ed.] Columbus, O., Franklin educational publishing company, 1915. 616 p. incl. front., illus., plans. 8".
800. **Schoenfelder, L.** Die hallenschulen in England wieder abgeschafft. Schulhaus, 17: 97-103, heft 3, 1915.
Reports that the school building with a central corridor—widely used in America—has gone out of use in England and is condemned by school hygienists.
801. ——— Die schulen Düsseldorf's. Schulhaus, 17: 49-70, heft 2, 1915.
Illustrated with photographs and plans.

SCHOOL HYGIENE AND SANITATION.

802. **Bell, J. Clark.** The hygiene of reading. Child (London) 5: 464-70, May 1915.
Presents a survey of schoolbooks. Discusses the psychology of reading.
803. **Bliss, D. C.** Open window classes. Psychological clinic, 9: 29-33, April 15, 1915.
Results of a study conducted in the schools of Montclair, N. J., to find out the effect of open air classes on the physical and mental condition of the children. "An examination of the charts shows a somewhat inconclusive result, though taken as a whole the classes held under ordinary conditions make more consistent gains and have fewer losses than the open window groups."
804. **Haight, Harry W.** The case system of teaching hygiene and preventive medicine in the upper grades. Educational review, 49: 503-9, May 1915.
In using the "case system," the teacher at the beginning of the lesson distributes to the pupils "records of specific cases of diseases and disorders which occur commonly in every-day life." The diagnosis, prognosis, and treatment must be thought out by the pupils.
805. **Heilman, J. D.** The ill health and defects of our school children. Colorado school journal, 30: 3-7, April 1915.
A paper read before the Colorado schoolmasters' club, March 12, 1915.

806. Hinsdale, Guy. Open-air recreation and instruction. *Child* (London) 5: 372-76, April 1915.
Sketch of open-air theatre, schools and hospitals in the United States.
807. Meyrich, Oswald. Blutuntersuchungen an schulkindern. *Neue bahnen*, 26: 186-94, January-February 1915.
Haemoglobin tests of 2,000 Leipzig children.
808. Minton, R. C. Open-air day schools. *Child* (London) 5: 433-60, May 1915.
An elaborate study of an experiment at the open-air day school, Lincoln, England. Methods and results; curriculum; cooperation of parents; medical and educational problems. Well illustrated.
809. Tant, Ethel. An experiment in open-air class work for normal-school children. *Child* (London) 5: 461-63, May 1915.
Brief but interesting notes of an educational experiment bearing on the health of children, at the Fielden demonstration school, Manchester, England.

PLAY AND PLAYGROUNDS.

810. Lee, Joseph. Play in education. New York, The Macmillan company, 1915. xxiii, 500 p. 12°.
811. Talbert, E. L. The play attitude and the school fraternity. *Popular science monthly*, 86: 472-77, May 1915.
Discusses the psychology of play and the evolution of the school fraternity. Shows the benefits and dangers of a high school fraternity.

SOCIAL ASPECTS OF EDUCATION.

812. Armstrong, Donald B. Educational work in sanitary food values in New York city. *American journal of public health*, 5: 347-53, April 1915.
illus.
Describes a sanitary exhibit of foods made by the Bureau of food supply of the New York association for improving the condition of the poor.
813. Behm, Albert. Die bayerischen elternvereinigungen. *Säemann*, heft 12: 433-37, February 1915.
Discusses effect of parents' organizations upon the schools.
814. Wald, Lillian D. The house on Henry street. *Atlantic monthly*, 115: 649-62, May 1915.
Settlement work in New York city. Discusses education and the child. Says that the children of the poor should be protected from premature burdens; childhood should be prolonged and the period of growth.
Part 3 of a series of papers. To be continued.

CHILD WELFARE.

815. National league of compulsory education. Fourth annual convention, Detroit, Mich., November 20-21, 1914. *Mogy's magazine*, 19: 1-21, April 1915. (John B. Quinn, secretary, St. Louis, Mo.)
Contains: 1. W. L. Bodine: President's address, p. 1-3. 2. J. B. Quinn: Following up children who work, and the problem of vocational guidance, p. 3-4. 3. Ella F. Young: The opportunities of modern education, p. 4-5. 4. W. S. Deffenbaugh: Value of cooperating with the U. S. Bureau of education in collecting statistics, p. 6-7. 5. C. E. Chadsey: The minimum educational and age qualifications for employment permits, p. 7-8. 6. Ella M. Cullen: The humane activities of Chicago public schools, p. 8-10. 7. Paul Kreuzpointner: Unconsidered factors in industrial education, p. 10-11. 8. H. H. Todd: Parental schools, p. 12-14. 9. A. J. Willy: The children of the mother who works, p. 14.
816. Comstock, Sarah. *Mothercraft: The growing mind of the growing child*. Good housekeeping, 60: 514-21, May 1915.
Stimulating the imagination of the child. Care of children, and intellectual training in the home.

817. **Haniphy, Joseph A.** Juvenile courts. *Educational review*, 49: 489-502, May 1915.
Historical and critical sketch of juvenile courts in the United States. Recommends a clinic for each court to correct patent physical defects in the child which are "in a large degree responsible for his violation of the law."
818. **Keller, Maria.** Das sozialpädagogische seminar des jugendheims. *Frauenbildung*, 14: 101-9, [March] 1915.
Describes course of study and purpose of a school for the training of directors and assistants for crèches. The school is maintained by the "Verein Jugendheim," of Charlottenburg, and has received official recognition.
819. **Woolley, Helen T.** Child labor and the school. *American school*, 1: 103, April 1915.
"The working certificate officer of a great city gives the reasons why children's working permits ought to be issued by the school authorities."

MORAL EDUCATION.

820. **Mead, Cyrus D.** Can morality be taught. *Educator-journal*, 15: 447-51, May 1915.
An address delivered at the graduation exercises of the Teachers' Institute of the Hebrew union college, Cincinnati, June 13, 1914.
The writer says that "Morality can be taught; it is taught each hour by practice and example; we only err when we think it can be delegated to the classroom teacher and hold him alone responsible."
821. **Mollberg, Albert.** Deutsche charakterbildung. *Pädagogische blätter*, 44: 49-56, 2. heft, 1915.
Resents the claim, made even by German observers, that English education is superior to German education in the training of character.

RELIGIOUS EDUCATION.

822. **Bradley, Harriet L.** The demand for religious education. *Forum*, 53: 601-7, May 1915.
Says that the child "to become religious, to become intelligently altruistic, should be trained to habits of independent thought."
823. **Campbell, T. H.** The reading of the Bible in the public schools. *Rural educator*, 5: 103-4, May 1915.
Considers the objections to the reading of the Bible in the public schools, and gives some positive reasons why it should be read.
824. **Cope, Henry Frederick.** Religious education in the family. Chicago, Ill., The University of Chicago press [1915] 298 p. 12°. (The University of Chicago publications in religious education. Constructive studies.)
Contains bibliographies.
825. **King, Henry C.** The Christian ideal in education: methods of its attainment. *Educational review*, 49: 433-44, May 1915.
Christian education implies an insight into laws—natural, economic, political, and social. Without such insight, the writer says there can be no true discipline of education. The individual must not only have an esthetic and spiritual appreciation of the beautiful in nature, music and art, but must also share in the social consciousness.
826. **Lewis, Thomas Dean.** Religious education: the need and the remedy. *Virginia journal of education*, 8: 466-72, May 1915.
827. **McKee, Joseph V.** A serious problem. *Catholic world*, 101: 208-14, May 1915.
Reviews work of parochial schools. Deprecates lack of interest in secondary education on the part of Catholic boys. Suggests remedies.

828. **Michigan Christian teachers' institute.** Six lectures delivered at the Michigan Christian teachers' institute, held at Grand Rapids, Mich., October 1 and 2, 1914. Kalamazoo, Mich., Dalm printing co. [1914] 108 p. 8°.
- An institute held under auspices of the Advisory board of Christian schools of the Reformed churches in Michigan.
829. **Stoutemyer, J. Howard.** Religion and race education. *Journal of religious psychology*, 7: 273-324, April 1915.
- A very interesting study of the philosophy underlying missionary efforts. Evolution of religious ideas.
830. **Wells, Amos R.** The successful Sunday-school superintendent. Philadelphia, The Westminster press, 1915. 179 p. 12°.

MANUAL AND VOCATIONAL TRAINING.

831. **Eastern art and manual training teachers' association.** Proceedings, fourth annual meeting, New York, March 20-22, 1913, and fifth annual meeting, Atlantic City, April 9-11, 1914. Combined report. 1915. 312 p. 8°.
- (F. P. Reagle, secretary, Board of education, Montclair, N. J.)
- Contains: 1. Morris Greenberg: The influence of the modern industrial demands upon the present drawing and art courses, p. 20-30. 2. Lilla M. Olcott: What shall be the grade teacher's normal training in the manual arts? p. 31-35. 3. F. G. Bonser: What constitutes manual training? p. 46-48. 4. W. T. Bawden: The aims of manual training, p. 49-50. 5. E. W. Boshart: The training of the manual training teacher, p. 54-59. 6. C. A. Prosser: Team-play between the schoolmaster and the layman, p. 86-92. 7. Mrs. Andreas Neland: State aid for industrial art education, p. 107-8. 8. A. L. Williston: Adaptation of manual training courses to fit the community needs, p. 133-40. 9. C. N. Kendall: The fine, industrial and household arts in public education, p. 159-67. 10. C. A. Prosser: The place of art in industry, p. 168-79. 11. E. C. Emerson: Prevocational schools—a scheme of education for the motor minded, p. 180-87. 12. F. H. Ball: Unit courses in Pittsburgh elementary industrial schools, p. 189-203. 13. Mary F. Marshall: Opportunities for vocational training in household arts courses, p. 204-9. 14. Morris Greenberg: What the average teacher may accomplish in blackboard drawing, p. 210-14. 15. Jean Kimber: Standards of measurement in drawing, p. 215-19. 16. J. P. Haney: The art of teaching art, p. 220-31. 17. F. G. Bonser: Vocational guidance as an opportunity for teachers of the practical arts, p. 232-39. 18. F. E. Mathewson: Vocational courses in the high school, p. 256-64.
832. **Dean, Arthur D.** A better man and better job. *Industrial-arts magazine*, 3: 193-96, May 1915.
- The writer says that "In view of our present industrial problem we can ill afford in our educational practice, to separate intellectual attainments and manual skill." He asks, "Is there no way of bringing the two together? Must we always separate brains and work—culture and vocation—head and hand—in pedagogical discussions?"
833. **Henderson, Wilson H.** Manual training as vocational education. An investigation. *Industrial-arts magazine*, 3: 243-46, May 1915.
834. **Indiana university.** School of education. Some facts concerning the people, industries, and schools of Hammond, and a suggested program for elementary industrial, prevocational, and vocational education. Robert J. Leonard, professor and director vocational education, Indiana university. Hammond, Ind., 1915. 165 p. 8°.
835. **Lapp, John A.** National aid for vocational education. *School and society*, 1: 649-57, May 8, 1915.
836. **Leonard, Robert Josselyn.** A study of the people of Indiana and their occupations for purposes of vocational education. [Bloomington, Ind., 1915] 143 p. 8°. (*Indiana university bulletin*. vol. XII, no. 17. *Indiana university studies*, 26)

837. Lull, Herbert G. Vocational instruction in the high school. Manual training and vocational education, 16: 529-36, May 1915.

"Much of the material of this article is drawn from a recent vocational survey of Bellingham, Wash., made by the writer in connection with his work on the State vocational commission."

Discusses the practicability of establishing vocational departments in the existing high schools.

838. Monahan, A. C. Federal aid for vocational training: the Smith-Lever and the Smith-Hughes bills. *Journal of home economics*, 7: 245-48, May 1915.
839. Owen, William Bishop. Vocational education in Illinois. The contest. *American school*, 1: 99-102, April 1915.

"An account of the struggle which Illinois is making to keep her public schools from being divided into two competing groups of schools in each community, each group bidding against the other for favor and funds."

840. Prosser, C. A. Vocational education for New York city. Educational administration and supervision, 1: 231-38, April 1915.

Extracts from an address before the industrial conference for New York city, June 29, 1914.

841. Reading, Pa. Board of school directors. Dept. of practical arts. A survey of manual, domestic, and vocational training in the United States. [Reading, Pa., 1915] 156 p. 8°.

Results of an inquiry sent to typical American cities.

Wallace E. Hackett, director of practical arts.

842. Smith, Walter R. Some practical aspects of vocational education. *Teaching*, 1: 6-16, April 1915.

Discusses the subject under the following headings: Changes necessary in the grades, Changes necessary in the high school, Necessary changes in equipment and method, The three needs.

843. Snedden, David. Vocational education. *New republic*, 3: 40-42, May 15, 1915.

Comments on recent contributions to the *New republic* by John Dewey, such as item 643 in the May record. Dr. Dewey's reply, entitled Education vs. trade-training, follows Dr. Snedden's communication, p. 42-43.

VOCATIONAL GUIDANCE.

844. National vocational guidance association. Proceedings . . . being the fourth national convention on vocational guidance, held at Richmond, Va., December 7-9, 1914. Published by the Association, 1915. 63 p. 8°.

(W. Carson Ryan, Jr., secretary, Bureau of education, Washington, D. C.)

Contains: 1. J. D. Elliff: Vocational guidance—a function of the university, p. 12-16. 2. F. V. Thompson: Vocational guidance in Boston, p. 17-24.

3. W. A. Wheatley: Some suggestions for presenting a course in vocational information to pupils in our smaller schools, p. 24-29. 4. I. S. Wile: Vocational

guidance and the curriculum, p. 29-35. 5. D. S. Hill: The problems of vocational

guidance in the South, p. 36-44. 6. P. P. Claxton: Part-time secondary

schooling and vocational guidance, p. 44-48. 7. Julia C. Lathrop: Some items

to be considered in a vocational guidance program, p. 49-50. 8. Anne S. Davis:

A brief statement of the work of the vocational bureau and the joint committee

for vocational supervision, p. 51-56. 9. Margaret Brown: The work of the

scholarship committee, p. 59-61.

845. Ranft, Hermann. Berufsberatung. *Neue bahnen*, 66: 286-93, April 1915.

An informing account of vocational guidance as practiced in Munich, Plauen, Chemnitz, Freiberg, Leipzig, and through the state of Saxony. Bibliography in the text.

846. Smith, W. R. Vocational guidance. *Teaching*, 1: 19-30, April 1915.

The following phases of the subject are discussed: Occupational maladjustment, Unconscious vocational guidance, Occupations of college graduates, The advantages of vocational guidance, Moral value of vocational guidance, Beginning of vocational guidance, and Methods of vocational guidance.

AGRICULTURAL EDUCATION.

847. **Association of American agricultural colleges and experiment stations.** Proceedings of the twenty-eighth annual convention . . . held at Washington, D. C., November 11-13, 1914. Montpelier, Vt., The Capital City press, 1915. 272 p. 8°. (J. L. Hills, secretary, Burlington, Vt.)

Contains: 1. A. C. True: Report of Committee on instruction in agriculture, p. 27-63. 2. H. P. Armsby: Report of the Committee on graduate study, p. 64-70. 3. A. C. True: Presidential address, p. 86-96. 4. K. L. Butterfield: Report of Committee on college organization and policy, p. 106-9. 5. A. C. True: The administration of the Smith-Lever extension act, p. 113-18. 6. A. M. Soule: The administration of the Smith-Lever act, p. 119-26. 7. Miss E. B. Kelley: Extension work in home economics, p. 133-38. 8. A consideration of the Hughes educational bill [by] Brown Ayres, p. 156-58; [by] P. P. Claxton, p. 158-61. 9. E. T. Fairchild: The relation of the agricultural college to school instruction in agriculture and home economics, p. 164-69; Discussion, p. 169-76. 10. D. H. Hill: Changes in college attitudes, p. 176-80. 11. C. A. Lory: Instruction costs in agricultural colleges, p. 182-213. 12. C. R. Titlow: Correlating the extension work of the colleges with other agencies in the state, p. 253-57.

848. **Maphis, Charles G.** The proper preparation and equipment, academic and professional, of teachers in schools of agriculture. [Washington, U. S. Department of agriculture, 1915] 13 p. 8°.

An address delivered at the Conference on secondary agricultural education, Columbus, Ohio, February 22, 1915.

849. **True, A. C.** Agricultural education and agricultural prosperity. *Annals of the American academy of political and social science*, 59: 51-64, May 1915.

Discusses the development of technical and vocational education in the United States; extension work in agriculture by state and Federal governments; Federal aid, etc.

COMMERCIAL EDUCATION.

850. **National commercial teachers' federation.** Proceedings of the National commercial teachers' federation and its constituent associations . . . at the eighteenth annual convention, held at Chicago, Ill., December 28-31, 1914. *Federation herald*, 1: 1-48, March 1915. (E. E. Jones, secretary, La Salle extension university, Chicago, Ill.)

Contains: 1. S. P. Capen: The increasing importance of commercial education in the United States, p. 7-10. 2. W. B. Elliott: The private commercial school an economic necessity, p. 13-14. 3. J. C. Reed: The commercial teacher, p. 16-18. 4. Samuel MacClintock: Higher commercial education, p. 37-39.

PROFESSIONAL EDUCATION.

851. **Association of American medical colleges.** Proceedings of the twenty-fifth annual meeting, held at Chicago, February 17, 1915. 116 p. 8°. (F. C. Zapffe, secretary, Chicago, Ill.)

Contains: 1. Isadore Dyer: The medical career, p. 5-10. 2. H. S. Pritchett: The classification of medical schools, p. 11-21; Discussion, p. 21-29. 3. F. C. Waite: Minimum expense of maintenance of first two years of an acceptable medical school, p. 43-47. 4. J. L. Hefron: The minimum expense of maintenance of the clinical department of an acceptable medical college, p. 48-52. 5. John Sundwall: The present relations between the college and the medical school, p. 53-70. 6. Report of Committee on medical education and pedagogics, p. 82-108.

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